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ABSTRACT

ASETS (Achieving Sex Equity Through Students) is a peer leadership program designed to prepare Michigan high school students to develop and present sex-equitable career-related programs to middle school students. The emphasis is on career decision making based upon career interests rather than gender. This handbook is a guide for a 2-day workshop designed to help trainers train teams of advisors and students to present the career-related sex-equitable program to middle school students. It consists of presentation notes for trainers, learning activities, and a student handbook for the peer leaders to use in making their presentations to the younger students. Topics covered include the following: goals, planning the workshop, materials needed, agendas for the workshop days, sex-fairness awareness-building activities, student presentation techniques, student presentations, and an annotated list of 41 videotapes on gender bias, media stereotyping, nontraditional occupations, and sexual harassment that can be borrowed from the Michigan Center for Career and Technical Education. (KC)

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ED 408 477

Achieving Sex Equity Through Students

"Equity in Education"

CE074279

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Can be duplicated for distribution to student AESTS leaders

ACKNOWLEDGMENTS

This revision of the ASETS Program was initiated by Bonnie Hansen Groh and John W. Peterson of the Delta-Schoolcraft Intermediate School District in Escanaba, Michigan. Ms. Hansen Groh is the Director of the Single Parent Program and Dr. Peterson is the Placement Director, both have been involved with the ASETS Project since the original publication in 1979.

Contributing to the revision with their expertise, resources, and support were Martha Cain, Michelle Miller, Yeon Hong Min, and Gloria Kielbaso, Michigan Center for Career & Technical Education at Michigan State University, and Betty Simonds, Gender Equity Consultant, Michigan Department of Education, Office of Career and Technical Education Services. Thanks also to Judy Kish, Grand Rapids Public Schools; Fred Robinson, Calhoun Intermediate School District; and Karen Guidan, Detroit Public Schools for sharing their experiences in ASETS and suggestions for improving this new edition.

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- The Delta-Schoolcraft Intermediate School District Staff
- The Equity in Education Advisory Committee
- Patricia A. Mitchell, Equity Coordinator, New Jersey Department of Education, for sharing with us her experiences with the ASETS Program in New Jersey

INTRODUCTION

ASETS is a peer leadership program designed to prepare high school students to develop and present educationally-fair career-related programs to middle school students. The presentations emphasize career decision making based upon career interests rather than gender.

The passage of Title IX in 1973, which prohibits sex discrimination in educational programs that receive Federal financial assistance, led to a number of changes in the way education was presented to students. The research indicated that education was not proportionately delivered to all students in a gender-fair manner. In response to the findings, the Michigan Department of Education provided funds to local school districts for developing new gender equity programs. As a result, in 1979 the Achieving Sex Equity Through Students (ASETS) Project was written by Bonnie Hansen Groh, John Peterson, and Ivan R. Ryan of Delta-Schoolcraft ISD.

Since 1979, ASETS has gone through a number of changes. The project left Delta-Schoolcraft Intermediate School District and spent several years at Marquette-Alger Intermediate School District. From there, ASETS was based at Wayne Intermediate School District for the manual rewrite and project expansion. It now continues to be used in Michigan and other states as well. The current revision of ASETS will retain the original format and some of the activities. However, a more active format, additional activities, updated statistics, resources and topics appear. The new activities are drawn from classroom teachers, current ASETS users, and other states' gender equity projects.

The original title of ASETS was retained so as not to lose the identity of the project. However, the subtitle of "Equity in Education" was added to better address the issues of sexual harassment and gender equity.

It would be best to have new ASETS trainers observe a workshop conducted by an experienced trainer and review the Trainer's Notes before setting up a training session. It is strongly recommended that trainers consist of a team or teams composed of both males and females. Modeling what you expect students to do is the most effective training technique.

Your role is crucial to the success of the ASETS workshop. The key to a successful workshop is preparation. You need to be totally familiar with the content, materials, and the flow of activities in the workshop. Your confidence will be communicated to participants, giving them a sense of security and the feeling that you know what you are doing and that they are in good hands. Please be responsive and set the tone at the very beginning, keep things moving at an appropriate pace, sense when participants are ready for a break, adapt materials or time to participants' needs, provide transition between activities, lead discussions, and answer questions that may arise about the content or processes.

Hopefully this method will enable you to conduct effective and smooth-running workshops. Any suggestions for making the training or this manual more effective should be directed to Gender Equity Coordinator, MDE-OCTE, P.O. Box 30009, Lansing, Michigan 48909.

Achieving

Sex

Equity

Through

Students

Trainer's Notes

* *GOALS*[1]

The primary goal of the ASETS program is to promote an educationally-fair environment in which all students can learn and grow. The presentations developed by the ASETS team will include four additional goals:

Goal One

Create an awareness of gender bias.

Goal Two

Identify the effects of bias in the school, home, workplace, and community.

Goal Three

Identify how all forms of bias can affect the way career and personal decisions are made throughout one's lifespan.

Goal Four

Develop and implement a plan for change, to expand opportunities, and to make decisions based upon interests free of bias.

Steps for achieving those goals →

[1] Please Note: All of the activities found in the Trainer's Notes with an asterisk in ***Bold Italicized*** title can also be found in the Student Handbook.

* *STEP ONE*

The first step is to organize a building level advisory committee. This can be as simple as utilizing a currently operating advisory group. An example would be a School Improvement Committee, Student Services, Curriculum Committee, or Departmental Committee. Some districts may choose to have a separate Educational Equity Advisory Committee established which may be comprised of the building principal, teachers, counselors, parents, and students. The responsibilities of the committee may include: selecting the students to be on the ASETS Team; being a part of the training; and promoting the objectives of the school's commitment to educational equity.

STEP TWO

The ASETS Team is comprised of 3-5 students, with a culturally diverse male and female representation who are positive peer role models. The number of team members may vary depending upon the size of the audience.

STEP THREE

The ASETS team advisor is traditionally selected by the students as a "significant other" they can relate to, and wishes to work with them, as well as their team. This can be a teacher, counselor, or administrator. A compatible team advisor is very important to developing a good team and accomplishing the overall objectives of the ASETS Project.

The school equity coordinator can serve a number of roles with the ASETS Project. It is not necessary that the equity coordinator be assigned to an ASETS team. The equity coordinator may be responsible for the overall program format, inservice training, and scheduling of the middle school presentations.

STEP FOUR

The student teams and advisors attend a two-day inservice session to become familiar with the manual and to prepare for classroom presentations. The inservice will prepare students for the program that they will present at the local level. The students and teachers participate in the activities, review resource materials, and complete a written plan of action for the presentation. The students will be given the opportunity to practice presentation skills during the workshop.

PLANNING THE WORKSHOP:

___ 1. Review your arrangements and materials list (see page 7).

___ 2. Study the **ASETS Trainer's Notes** thoroughly. Examine how activities fit together and build on each other. Become familiar with the main points.

___ 3. Meet with your co-trainers to review your individual as well as group responsibilities. Make final plans for running the workshop and for setting up the room and materials. It is best that two trainers train, preferably a male and female share the work, switching back and forth in leading the workshop activities.

___ 4. Prepare your registration forms for placing on a sign-in table. Fill in the date(s) and site location. The registration form can be found on page 8.

___ 5. Gather plenty of blank paper, newsprint, felt pens, and training guides for each participant. In addition, an easel, chalkboard, chalk, and an eraser will be needed for the front of the room.

___ 6. Check the room arrangements beforehand. There should be one table for <u>each team</u> of 4-5 people and enough chairs for each participant. People will need room for their materials. There should be enough space between tables for teams to work together without bothering or being bothered by others. There should also be a wall area on which to tape or affix posters.

___ 7. Arrange for audio-visual and/or computer equipment.

___ 8. Gather a variety of magazines for the poster contest. You will need 7 - 8 magazines per team.

___ 9. Arrange for a nontraditional role model panel for Day 2. Preferably, you should have 4 - 5 nontraditional vocational students, recent graduates, and/or persons employed in nontraditional jobs. Make sure both males and females are represented.

___ 10. If possible, conduct the training at a career technical center so students can take a tour of nontraditional vocational areas. It will also make it easier to get nontraditional student panels.

MATERIALS LIST
ASETS WORKSHOP

Workshop Site: _____ Contact Person: _____
Workshop Dates: _____ Phone: _____
Date Materials Needed: _____ Time: _____

_____ 1. ASETS Training Guides (1 per person)
_____ 2. Planning Sheets (1 per person)
_____ 3. ASETS Certificates (1 per person)
_____ 4. Registration Sheets (5)
_____ 5. Poster Boards (1 per team)
_____ 6. Magazines (minimum 7-8 per team)
_____ 7. Name Tags (2 per person - day 1 & 2)
_____ 8. Magic Markers (5 or more per team)
_____ 9. Pens (1 box)
_____ 10. Paste/glue (1 per team)
_____ 11. Scissors (1 per team)
_____ 12. Rulers (1 per team)
_____ 13. ASETS Buttons (1 per person)
_____ 14. UWIB Buttons (1 per person)
_____ 15. Prizes
_____ 16. Newsprint/Stand
_____ 17. Videos for workshop
_____ 18. Judges Sheets: Homework
_____ 19. Judges Sheets: Poster Contest
_____ 20. Several Rolls of Masking Tape
_____ 21. _____
_____ 22. _____

ASETS Training Registration

Student Name	School	School Address	Advisor

ASETS TRAINING TEAMS

Team #	Names of students on team	Total # of Participants, Advisors, & Students Per Team

Team Totals _____	X 4 =	Participant Totals _____

DAY 1: AT THE WORKSHOP

GENERAL NOTES:

1. Arrive 45 minutes prior to the scheduled time to begin. Organize your materials, check the room arrangement, lights, and temperature. Load and focus videos. Make any last minute adjustments that may be needed and check to see if the registration table and materials are set up.

2. Check with the host for the best time for a break, lunch, location of restrooms, and any "house" rules.

3. Make sure you have extra pens and/or sharpened pencils ready for those who need them.

4. Greet early participants as they arrive and have them sign in on the registration sheet. Have students fill out their name tags.

5. Place **ASETS Training Manuals** at the tables (4-5 per table). Ask students to sit with their school team.

6. Start on time and stick as closely as possible to the schedule.

7. Keep the tone of the workshop light and informal, but business-like. You will want to convey a sense of relaxation and warmth, along with the feeling that the work to be done is serious and highly important to the development of their career guidance program.

8. Keep things moving so that participants will be alert and motivated.

9. In discussions, acknowledge the contributions of each participant. Try to make each person feel important to the group.

10. Do some process checking from time to time. Ask the participants how things are going, keep them aware of time limits, warn them ahead of time, etc.

DAY 1: START-UP

1. **Welcome the Group** - Introduce yourself and other trainer(s) as well as the host. Give everyone a chance to introduce themselves by starting at one side of the room, asking them to stand and give their name, school, and grade.

2. **Housekeeping Tasks** - Examples of variety of tasks are found on the next page. Stress that you desire an informal atmosphere. Workshop participants can get refreshments and go to the restrooms when needed. Let them know restroom location(s) and when scheduled breaks will occur as well as lunch arrangements (time and place). Next, ask them to write their names on their ASETS Training Manuals. Provide pens/pencils to those who need them.

3. **Explain and emphasize** -
   A. ASETS stands for **A**chieving **S**ex **E**quity **T**hrough **S**tudents (have this on a chart in the front of the room).
   B. They are a part of a *select group* who will take a *leadership* role in their school.
   C. Explain that they will, upon completion of the workshop, make four or more presentations to students (8th or 9th graders) in their school about how their career choices are influenced by stereotypes.
   D. Sex Equity is making sure that both boys and girls feel free to explore any career.
   E. In this workshop, students will gain new ideas, meet new people, and have fun!
   F. The material covered in the next two days of the workshop is the same material they will use for their presentations. While our main objective is to have students participate in and ultimately lead workshop activities, we encourage advisors to sit with their teams (or other assigned groups) and to participate in all activities.

4. **Agenda** - The program will follow the agenda found in the manual on page T-10 for Day 1 and on page T-48 for Day 2.

5. **Summarize** - Are there any questions about the workshop? We are looking forward to two good days! One of the high points of the workshop is getting to know other students.

HOUSEKEEPING

→ **Nametags**

→ **Breaks**

→ **Talking**

→ **Restrooms**

→ **Lunch**

→ **Respect**

→ **Name on Book**

→ **Questions**

→ **Be Curious**

Source: New Jersey ASETS, Achieving Sex Equity Through Students.

* *AGENDA: DAY 1*

REGISTRATION

PRETEST

WELCOME TO ASETS / GOALS

EQUITERMS

ENERGIZER - SIGNATURE HUNT

ANDROGYNY - WHAT ABOUT ME?

VIDEO - FABLE OF HE AND SHE

BRAINSTORMING STEREOTYPES

UWIB (UNCONSCIOUS WELL INTENDED BEHAVIORS)

TRADITIONALLY SPEAKING

VALUE VOTING

THE JULIE AND JIM STORY

DEAR GABBY

POSTER CONTEST

MEDIA WATCH - EVENING ACTIVITY

WRAP-UP

PRETEST

The pretest is used to determine how much students know about a number of topics that will be presented in the workshop.

1. Distribute the pretest as students register.
2. Ask students to complete the pretest individually and to the best of their ability.
3. Explain to the students that they are not expected to know all the answers.
4. Ask students to return the pretest to the registration desk.
5. Answers will be discussed throughout the workshop as the topics are presented.

* *PRETEST*

Name: _____ School: _____

DIRECTIONS: Please put the correct answer or that which best describes your opinion in the blank that is provided.

TRUE OR FALSE

_____ 1. Some jobs are naturally "women's" work and other jobs are naturally "men's" work.

_____ 2. It is more important for a male than a female to think in terms of lifelong careers.

_____ 3. It is just as important for males as it for females to learn to be good homemakers or parents.

_____ 4. Exploring career areas usually identified with the other sex will make boys less "masculine" and girls less "feminine."

MULTIPLE CHOICE

_____ 5. For every $1.00 that a full-time male worker makes, a full-time female worker makes:

a. *$1.00* *c.* *.60*
b. *.94* *d.* *.70*

_____ 6. Sexual harassment includes all of the following behaviors except:

a. *touching*
b. *behaviors welcomed by those present*
c. *pornographic pictures*
d. *dirty jokes*

_____ 7. If you are being sexually harassed, you should:

a. *document & report* *c.* *laugh about it*
b. *ignore it* *d.* *keep it to yourself*

PRE - TEST ANSWERS

FALSE 1. There are very few jobs which cannot be done by both males and females. As long ago as 1977, the U.S. Department of Labor estimated that only 34 of over 27,000 jobs would require more physical strength than the "average" woman would possess. When one considers the recent effects of automation and the increasing use of "power assists" as well as the fact that many women possess more strength than some men, the relative strength advantage of men over women does not play a significant role in qualifying for jobs.

FALSE 2. As the social structure changes, both males and females are spending more time in the workplace. Over the past 25 years, the American family and workforce have undergone dramatic changes. First, economic necessity and changing cultural standards have resulted in large numbers of women entering the work force. Second, the rising cost of living has made two incomes necessary in many areas of the country. Also, the number of single-parent families is rapidly growing (U.S. Department of Labor, 1993).

TRUE 3. As more and more women (and parents) move into the workforce, males will be called upon to play more active roles as homemakers and parents. Another trend which necessitates males being more involved and capable at home tasks is the trend of both males and females remaining single for longer periods of time. In fact, "singles" are the USA's fastest growing family unit and comprises approximately 30% of all family units.

FALSE 4. Students of both sexes should explore all careers. The career choice an individual makes should be based upon career interests and not gender.

By year 2000, more and more jobs will be shared by both females and males.

d. 5. In 1991, women earned 70% of the wages earned by men. This disparity is commonly referred to as "the wage gap." The wage gap has fluctuated often, ranging from a low of 57% in the mid - 1970's and peaking at 72% in 1990. The wage gap exists because most women and other minorities are still segregated into low paying occupations. Part of the wage gap results from differences in education, experience or time in the workforce. But a significant portion cannot be explained by any of those factors; it is attributed to discrimination (National Committee on Pay Equity, 1993).

b. 6. Sexual harassment includes any unwelcome sexual advances and other unwelcome verbal or physical conduct of a sexual nature. This includes explicit language, sexual comments, physical contact, and gestures. Sexual harassment in all settings, from school to work, can happened to both males and females.

a. 7. Verbally or in writing:

* Tell the harasser that you do not like their behavior. Be specific as to what actions make you feel uncomfortable and describe how they make you feel.

* Record the incident (date, time, place, what was said, what occurred and what steps were taken to ensure that it did not occur again).

* Talk with others to see if they have also been harassed.

* Report the incident to an adult you can trust. This may be a teacher, counselor, parent, supervisor at work, or other trusted adults.

* File a complaint according to the steps outlined in the school or workplace policy.

* If you are not satisfied with the school or workplace policy, contact the Civil Rights Commission.

* *EQUITERMS*

1. **ANDROGYNY** - A person who is able to exhibit behaviors that are both traditionally feminine and masculine and to exhibit characteristics that are free from gender-role stereotyping.

2. **AFFIRMATIVE ACTION** - Programs designed to increase opportunities to under-represented groups.

3. **BIAS** - An attitude or behavior which reflects adversely upon a person or group of people.

4. **DISCRIMINATION** - Any action, intentional or unintentional, that limits or denies a person or group of persons equal opportunity or privileges entitled to by law.

5. **DIVERSITY** - The condition of being different, being distinct, offering variety, or "lacking sameness" among others. In the workplace, examples of diversity among people include: age, sex, race, ethnicity, national origin, leadership style, and interpersonal style.

6. **EQUITY** - Moving beyond discrimination. Equalizing, reforming, and improving your behavior based upon the concepts of fairness, justice, and freedom from favoritism.

7. **FEMINIST** - Any person, male or female, who believes women should have political, economic, and social rights equal to those of men.

8. **GENDER EQUITY** - Treating both males and females in the same manner.

9. **GENDER ROLE STEREOTYPING** - Assigning values, interests, behaviors, abilities, or roles to a specific person or group of persons based specifically upon gender.

10. **NONTRADITIONAL OCCUPATIONS** - Those occupations not traditionally held by members of one gender. For example, electrician is a nontraditional occupation for women, a nurse is a nontraditional occupation for men.

11. **SEXUAL HARASSMENT** - Any unwelcome behavior that is sexual in nature, including explicit language, sexual comments, physical contact, or gestures.

ENERGIZER

SIGNATURE HUNT

The purpose of this activity is to help students become aware of nontraditional activities they have experienced in their life. This activity can be used as an additional warm-up activity.

TIME: 10 - 15 Minutes

1. Introduce the activity by telling students that they may have already participated in nontraditional activities for males and females without ever realizing it.

2. Students should turn to the "Signature Hunt" worksheet in their student handbooks. Explain that the goal of the activity is to move around the room and ask other students if they have tried or completed one of the activities in the past. If they have,the student signs their name in the appropriate box. The students will be given roughly five minutes to ask one another for their signatures.

3. At the end of the 5 - 10 minutes, ask participants to total the number of signatures they have on their sheet. Determine who had the highest, second highest, third highest, etc. of signatures and have everyone give them a round of applause. You may want to award prizes, if appropriate.

4. Discussion:

   A. Ask students to mention some of the nontraditional activities that males signed on their sheet (#'s 1, 2, 6, 7, 8, 13, 14, 16).
   B. Ask which nontraditional activities females signed (#'s 3, 4, 5, 9, 10, 11, 12, 15, 17, 18).
   C. Why did people try these nontraditional activities? Did they enjoy them? Why or why not?
   D. Did they know they were considered nontraditional at the time they did them? If so, how did they feel about performing the activity? Were they worried about what people might think about them?

* *SIGNATURE HUNT*

DIRECTIONS: Circulate around the room and ask others to sign their first name beside any of the activities they have tried. The goal is to get as many signatures as possible within the time limit.

1. Typed a letter	2. Cooked an entire meal	3. Played on a basketball team
4. Changed a tire	5. Used an electric drill	6. Painted a room
7. Taken care of children	8. Bandaged someone's wound	9. Lifted weights
10. Had a paper route	11. Played football	12. Repaired a bike
13. Cleaned the house	14. Cut someone's hair	15. Asked someone out
16. Sang in a choir	17. Gone hunting	18. Earned an athletic letter

Total Number of Signatures: _____

* *ANDROGYNY*

Androgyny describes men and women who exhibit behaviors that are traditionally viewed as feminine and masculine and exhibit characteristics that are free from gender role stereotypes.

ANDROGYNY = MALE (Andros) + FEMALE (Gyne)

Androgyny gives men and women the opportunity to be both independent and compassionate, assertive and flexible, competitive and cooperative. Androgyny expands the range of behaviors available to everyone.

Did you know that....

... most boys like girls who are independent, smart, and willing to share feelings and responsibilities;

... most girls like boys who are caring, tender, and willing to share their feelings and responsibilities.

WHAT ABOUT ME?

The purpose of this activity is to help students define androgyny and understand gender role stereotyping.

TIME: 15 Minutes

1. Tell students that this activity will grant them some insight into their own personality and thoughts about gender roles.

2. For each number, the students need to read each set of statements (there are two for each number) and select the phrase that best describes them.

   For example: Does the student feel "Very Aggressive" or "Not Very Aggressive"?

STUDENTS MUST MAKE A DECISION ON ALL QUESTIONS.

ALL PHRASES NEED TO BE ANSWERED!

3. Have students total their columns.

4. Ask how many students had the majority of their checks in the left column. How many had most of their checks in the right column? How many had almost an even number of checks in both columns (8 - 12 checks in either column)?

5. Which gender supposedly has the characteristics in the left column (males) and which in the right (females)?

6. Explain that research studies show that men with really high scores on the left side tend to be "macho" - like Clint Eastwood's movie characters, and women with really high scores on the right side tend to be very feminine, like Meg Ryan's movie characters. HOWEVER, people with checks in both columns were found to be the most mentally healthy.

7. Explain that in today's world, men and women are in a variety of roles, so they need to be able to act in a variety of manners without being afraid they won't be "masculine" or "feminine." The most mentally healthy people have some characteristics that used to be considered appropriate only for men or women. Sex role stereotypes limit the ways males and females are "supposed to be" according to society's standards.

* *WHAT ABOUT ME?*

ARE YOU ....DO YOU ...			ARE YOU ... DO YOU...
1. Very aggressive	_____	_____	1. Not very aggressive
2. Not very emotional	_____	_____	2. Very emotional
3. Very dominant	_____	_____	3. Passive
4. Like math or science	_____	_____	4. Dislike math or science
5. Very competitive	_____	_____	5. Not competitive
6. Messy	_____	_____	6. Neat
7. Dislike English class	_____	_____	7. Like English class
8. Very ambitious	_____	_____	8. Not very ambitious
9. Tough	_____	_____	9. Gentle
10. Almost always a leader	_____	_____	10. Dislike leading
11. Not very comfortable with children	_____	_____	11. Comfortable with children
12. Very self-confident	_____	_____	12. Lack self-confidence
13. Almost never cry	_____	_____	13. Cry often
14. Very logical	_____	_____	14. Not very logical
15. Not very concerned about appearance	_____	_____	15. Concerned with appearance
16. Have difficulty expressing feelings	_____	_____	16. Express feelings easily
17. Very athletic	_____	_____	17. Not very athletic
18. Not very talkative	_____	_____	18. Very talkative
19. Very good with numbers	_____	_____	19. Bad at math
20. Not very affectionate	_____	_____	20. Very affectionate
Total	_____	_____	**Total**

"FABLE OF HE AND SHE" (Video)*

The objective of this activity is to demonstrate how patterns of the past become accepted as "the way things should be" today. This activity shows how our changing society requires people to learn a variety of skills.

TIME: 15 - 20 Minutes

1. View the video prior to the workshop to make sure that it is in good condition. Make sure that you test it in the VCR provided for the workshop to adjust tracking, volume, etc. Rewind tape to beginning.

2. Introduce the video by reviewing how gender role stereotyping is defined as: "Something that limits the choices both sexes feel they have." Tell students they are going to watch a short video that demonstrates how old patterns of dividing up work and family roles became accepted as the way things "should be."

3. Show the video.

4. Afterwards, point out that after the earthquake, the old roles did not work. Both groups had to become flexible. They had to learn what the other group had always done. Emphasize how this is also happening today. Men and women need to learn several roles in order to become successful in today's world.

5. Have the students make a list of stereotypes that used to exist in the past and now are different. For example, when men were the main source of income in the household, or when women were the only ones to take care of the children.

6. Discussion questions:

   A. Why do present day people choose nontraditional roles?
   B. What were some of the traditional roles for Hardybars?
   C. What were some of the traditional roles for Mushmels?
   D. Have you ever taken a risk by doing something which was new or different for your gender? How did other people react? How did it make you feel?

* The video "Fable of He and She" as well as other gender equity videos are available for loan at the Michigan Center for Career and Technical Education (1-800-292-1606 ext. 5).

BRAINSTORMING STEREOTYPES

The goal of this activity is to increase awareness of stereotypes and the damaging effects that can result.

TIME: 30 Minutes

1. State the name of the activity and explain the purpose.

2. Distribute a piece of newsprint and a marker to each group. You may also have the students use the back of their workbooks for paper if newsprint is not available.

3. Ask each group to define stereotyping and write it down on their paper.

4. Ask each group to share their definition of stereotyping and arrive at one definition to be used by the entire class. Use the definition provided in the glossary as a base.

5. Provide the class an example of gender stereotypes. Make sure that you discuss both male and female stereotypes.

6. Have the students brainstorm in their groups a list of stereotypes for males and females. Ask the group to write down their answers. Inform the students they will be given roughly five minutes to compile a list.

7. At the end of the allotted time, ask each group to share their stereotypes with the rest of the workshop. After they have presented their list, have each group tape their list to the wall.

8. When all the groups have finished, ask the students to look for common themes or ideas throughout the posters. What are some of the stereotypes that appeared on more than one poster? Which ones were unique? Are there any others that should have been added or that they feel are questionable?

UWIB

(Unconscious Well Intended Behaviors)

The purpose of this activity is to help students understand how some behavior, even though well intended, may limit male or female potential and development. The first step to eliminating this behavior is learning how to recognize it.

TIME: 5 Minutes for #s 1 - 5
5 - 10 Minutes for # 6

1. Prior to the workshop, list several "UWIB's" on poster board. Give examples of different expectations between girls and boys in several areas. Some examples are listed on the next page.

2. Ask the students to take some time and examine the poster. What do they feel the poster is about?

3. After some responses from the group, define UWIB.

4. Discuss the examples of UWIB's provided by asking students to identify examples they have seen or that are most likely to happen in their school.

5. Ask the students to look for UWIB's throughout the workshop. If they observe any UWIB's occurring, have them write down the situation and save it.

6. At a convenient time prior to the end of the workshop, ask students to report examples of any UWIBs that were observed throughout the workshop.

This may be a good time to award small prizes to students who have collected the most examples. Prizes may include pens, fast food coupons, candy, etc.

UWIB Examples

Area	Girls	Boys
Physical	Appearance Important	Strength Important
Achievement	English - Writing - Speech	Math - Science
Income	Secondary	Primary
Tools	Apron - Needle and Thread	Power Tools
Independence	Dependence Encouraged	Independence Encouraged
Discipline	Less Severe	More Severe
Verbal Comments	"Women Drivers!"	"Boys will be Boys"

TRADITIONALLY SPEAKING

The objective of this activity is to help students understand how stereotyping occurs at all ages and how even stereotyping at early ages influences career choices.

TIME: 15 - 20 Minutes

1. Introduce the activity by explaining that sex role stereotyping begins at birth. Ask students, "What is the first question people ask when they hear that someone has a baby?" They ask, "Is it a boy or girl?" People will congratulate parents on their new "football star" or "beauty queen." People have certain expectations of what a girl and boy "should be" and what is considered appropriate behavior for them from the day that they are born based solely on their sex. Explain that the next activity will demonstrate how these stereotypes occur during different stages of our lives.

2. Ask students to turn to "Traditionally Speaking" in their handbooks. Depending on time, have students work individually or in pairs. You can also form small groups and assign one section to each group.

3. Tell students they have approximately 5 minutes to complete the handout. When they have finished, ask one person to read their answers for each age group.

4. Ask for different responses. You may want to give some examples of your own. For the toddler and infancy stage, mention researchers took a baby, dressed it in blue, and told strangers that the baby was named "Joe." When asked to describe Joe, they said that he was big, strong, and would make a great football player. They took the same baby and dressed it in pink, this time telling people that her name was "Jane." She was described as cute, tiny, dainty, and a real "looker."

5. After students have shared their lists, conclude by saying that the messages we receive as children play an important part in deciding which roles we assume as adults. The toys we play with and the activities we participate in shape what we "choose" to do as adults. Society limits our choices.

* *TRADITIONALLY SPEAKING*

Traditionally, roles for men and women have been influenced by society. This activity focuses on how males and females are treated differently at various ages. For each gender, fill in what you feel society dictates for each age.

MALE	FEMALE
INFANCY AND TODDLER	**INFANCY AND TODDLER**
Symbolic color: _____	Symbolic color: _____
Type of clothing: _____	Type of clothing: _____
Kinds of Toys: _____	Kinds of Toys: _____
Activities Encouraged: _____	Activities Encouraged: _____
JUNIOR AND SENIOR HIGH SCHOOL	**JUNIOR AND SENIOR HIGH SCHOOL**
Type and Color of Clothing: _____	Type and Color of Clothing: _____
School Activities/Subjects: _____	School Activities/Subjects: _____
Responsibilities at Home: _____	Responsibilities at Home: _____

MALE	FEMALE
Adult	**Adult**
Responsibilities outside of the home (kind of job, hours, work setting): _____	Responsibilities outside of the home (kind of job, hours, work setting): _____
Responsibilities in the home: _____	Responsibilities in the home: _____
Types of Recreational Activities: _____	Types of Recreational Activities: _____

VALUE VOTING

The purpose of this activity is to have students explore the attitudes and opinions of male and female roles and to share ideas about changing roles.

TIME: 10 - 20 Minutes

1. Explain this activity is designed to encourage their thinking about their stance on gender roles as well as create an opportunity to see where their peers stand.

2. Explain that the class will begin the exercise by standing in the middle of the room. Designate a side of the room for the "I agree with the statement' and the opposite side of the room for "I disagree with the statement." You will read a statement to the class and students will go to the side of the room that best describes how they feel about the statement. Students may not stay in the middle. Remind students that this activity is based on their opinion, therefore, there is no right or wrong answer. Encourage students to vote according to their own beliefs and not how their peers may vote.

3. After everyone has chosen how they feel about the particular statement and gone to the appropriate side of the room, ask both sides to explain their decision. Once everyone has had an opportunity to do so, move on to the next statement.

4. Conclude the activity by emphasizing that everyone has different values and that it is important to understand how these values affect our decision to explore new roles.

* *VALUE VOTING STATEMENTS*

1. I would rather work for a man than a woman.
2. Women should quit their jobs after they have had a baby.
3. Men should feel more free to cry.
4. Women are more practical than men.
5. Women are too emotional for high-powered jobs.
6. Women are worse drivers than men.
7. A man should be taller than his wife or girlfriend.
8. Girls are more verbal and artistic than boys.
9. Boys are better at math and science than girls.
10. Raising children is the mother's job.
11. Husbands and wives have an equal responsibility to support their family.
12. A husband should earn more than his wife.
13. Disciplining children is primarily the father's job.
14. In order for a family to run smoothly, one person needs to be the head of the household.
15. A good job is more important than a good family relationship.
16. Parents should set definite dating curfews for sons.
17. Parents should set definite dating curfews for daughters.
18. On a date, boys should decide how to spend the evening.
19. Participating in sports is more important for boys than girls.
20. Females make better elementary school teachers than males because they are more patient and nurturing than males.
21. Men and women should be paid equal wages for equal work.
22. Men harass women because they are young and attractive.
23. In most harassment cases, the woman invited the harassment by her dress or behavior.

THE JULIE AND JIM STORY

The goal of this activity is to demonstrate that everyone has hidden biases that influence our behavior. The first step in eliminating the bias is learning how to recognize it, only then can we amend our behavior.

TIME: 30 Minutes

1. Ask students to read the "Julie and Jim Story." This activity may also be varied by having the story recorded on tape and then playing the tape to the group.

2. Upon completion, ask the students to answer the questions following the story.

3. Have students look at their answers and discuss if they notice a pattern in their answers.

   How did they describe Julie?
   How did they describe Jim?

4. Conclude the activity by noting that, in life, either twin could have the qualities listed.

* *THE JULIE AND JIM STORY*

DIRECTIONS: Read the following story about a set of twins and answer the questions at the end of the story. There are no right or wrong answers.

Julie and Jim are twins. This is a story about a day in their lives. Julie and Jim were called to get up for school. One twin got up right away and got dressed. The other twin was called two more times before getting out of bed. One twin made the bed. In the kitchen, one twin got the cereal out for breakfast and set the table. The twins ate breakfast and one twin helped clear the table. One twin missed the bus and rode the bike to school. Upon their mother's request, one twin bought two lunch tickets and took the extra ticket to the other twin.

It was time for school to start. One twin sat down immediately while one twin wandered around the room until the teacher said to sit down. The first thing they did was have a spelling test. One twin spelled all the words right. The other twin didn't. Next, the class went to music. One twin didn't like music and was slow to line up. When they got back from music it was time for math. Both twins liked math, but one got better grades. Next, the twins had social studies. They were studying Africa. Their parents had visited several countries, and one of them had brought an African mask to show the class. Just before lunch, one of the twins noticed that the fish in the aquarium hadn't been fed and fed them. The class was dismissed for lunch and one twin ran down the hall to the cafeteria. After lunch, the class went outside for recess. One of the twins talked to friends, while the other ripped a coat while playing. Next was science where they had to present a science experiment to the rest of the class. One twin had worked on the presentation for hours and was excited to show their work to the rest of the class while the other twin had forgotten their experiment at home. Then, the class had a test. One of the twins had not studied and copied the answers from a friend's paper. Reading was next, and one twin had an overdue book to return to the library. After reading, the twins went to P.E. with their class. One twin was late getting to P.E. It was time to go home now, and both twins got on the bus.

They both decided to go over to a friend's house to play after school. One twin called home to say where he/she was. When they got home, one of the twins started the math homework. Before dinner, the twins emptied the garbage, set the table, picked up their toys in the family room and helped with dinner. During dinner, one twin put his/her elbows on the table. After dinner, one twin was supposed to wash dishes while the other dried. However, one twin had to be called back to the kitchen from watching TV. After the dishes were done, the twins went to play. They played baseball with other kids in the neighborhood. One twin hit the ball and broke a window. The twins went and told the people they would pay for the window. The twin who broke the window was afraid of getting in trouble and didn't have the money to pay for the window, so the other twin took the money from their mother's purse. The twins watched TV until it was time to go to bed. When they were told to go to bed, one of the twins argued to stay up later.

* *QUESTIONS ABOUT THE TWINS*

DIRECTIONS: Circle the name of the twin you think did the things mentioned in each question.

1.	Who got out of bed right away?	Julie	Jim
2.	Who made their bed?	Julie	Jim
3.	Who got the cereal?	Julie	Jim
4.	Who helped clear the table?	Julie	Jim
5.	Who brushed their teeth?	Julie	Jim
6.	Who missed the bus?	Julie	Jim
7.	Who bought the lunch tickets?	Julie	Jim
8.	Who wandered around the room?	Julie	Jim
9.	Who spelled all the words on the spelling test correctly?	Julie	Jim
10.	Who didn't like music class?	Julie	Jim
11.	Who got better math grades?	Julie	Jim
12.	Who brought the African mask?	Julie	Jim
13.	Who fed the fish?	Julie	Jim
14.	Who ran down the hall at lunch time?	Julie	Jim
15.	Who talked to friends during lunch?	Julie	Jim
16.	Who ripped a coat during recess?	Julie	Jim
17.	Who had the science experiment?	Julie	Jim
18.	Who copied the answers to the science test?	Julie	Jim

19.	Who had an overdue library book?	Julie	Jim
20.	Who was late for P.E.?	Julie	Jim
21.	Who called from their friend's house?	Julie	Jim
22.	Who started their math homework?	Julie	Jim
23.	Who emptied the garbage?	Julie	Jim
24.	Who set the table?	Julie	Jim
25.	Who picked up the toys?	Julie	Jim
26.	Who helped with dinner?	Julie	Jim
27.	Who put their elbows on the dinner table?	Julie	Jim
28.	Who was watching TV instead of doing the dishes?	Julie	Jim
29.	Who washed the dishes?	Julie	Jim
30.	Who broke the window?	Julie	Jim
31.	Who took the money?	Julie	Jim
32.	Who argued to stay up later?	Julie	Jim

Look again at your answers. Do you see a pattern? How would you describe Julie? Jim?

Source: "Works in a Box: Goodies by Teachers for Teachers," Portland Oregon, as quoted by Carol O. Mayhew and Margaret Kinney, Resource Guide for Achieving Sex Equity in Vocational Education in Delaware. (Dover, Delaware: Department of Public Instruction, 1981), activities section, pages not numbered.

DEAR GABBY

The purpose of this activity is to reinforce the awareness of changes in traditional roles and how these changes can impact career choices. This activity also reinforces the fact that sex role stereotypes are a strong influence on attitudes, actions, and decisions.

TIME: 20 - 30 Minutes

1. Introduce the activity by telling students they are going to have an opportunity to give some advice to people with problems that occur everyday.

2. Ask students to turn to the "Dear Gabby" letters in their handbooks.

3. Have students form small groups (3 - 4 students per group). Make sure each group has males and females. Assign each group one "Dear Gabby" letter. They will have 5 minutes to write a response to their letter. Have them select a recorder to write and read their responses to the rest of the class.

4. Have each group read their "Dear Gabby" letter and their response to the rest of the class. After each letter, ask if the other students agree or disagree with the advice. Ask for other ideas. If no one responds, be ready to support or disagree with the advice.

5. Conclude the activity by noting how changing roles means both sexes will have to work together to come up with ways to manage their career and home lives.

* *DEAR GABBY*

1. Dear Gabby,

I am a 25 year old man with two children. My wife and I have been working for the same company for several years. Recently, my wife was promoted and is now making considerably more money than I am. In her new managerial position, she has become my boss. Company policy does not allow spouses to work together in the same department. I must now make a choice. I can request a transfer to another department, or I can look for another job outside of the company. I have also been considering staying home as a homemaker. I like to cook, and the housework is a breeze. I could play golf, go fishing, work on projects around the house, and perhaps, write some articles. I have always wanted to try my hand at writing. My wife will be happy with whatever I decide. I worry about what other people will say. What should I do?

Concerned

2. Dear Gabby,

My husband has just been offered a job in another city, 1,200 miles from here. This is a promotion with a significant increase in pay and much more responsibility. He has been working for this promotion for a long time. However, I have a super job which I enjoy. I play golf with the same group every week, and I love our community. Opportunities in my field are very limited in the city where my husband has been offered the job. What should I do?

Torn

3. Dear Gabby,

After a lot of thinking, I have decided to go into nursing. The problem is that both my father and older brother are doctors and they think I should be one as well. I really like the idea of nursing more, but they think that's what my sister should go into. How can I convince them this is a good career for guys too?

Determined

4. Dear Gabby,

My boyfriend and I became engaged at Christmas. We are both graduating from high school this spring. Since our engagement, I took a career education class and realized I need to plan on a career. Electronic repairers make great money, but my boyfriend thinks girls that go into that field become really masculine. Is that true? If not, how can I convince him that it is a good career for everyone, not just men?

Ready to Go

5. Dear Gabby,

I am a 22 year old mother. I really love my 2 year old child, but I also miss working. Even though we don't need the money, I would like to enroll my child in day care and go back to work. My husband does not want me to go back and he cannot understand why I do not want to stay at home full time. What can I tell him?

Distressed

6. Dear Gabby,

My wife and I have always encouraged our son to play with all kinds of toys. This includes dolls because we want him to learn parenting skills early on. He came home from school yesterday crying because the other kids in his kindergarten class teased him when he played house. How can we help him understand why he is being teased -- without discouraging him from playing house and "daddy"?

Puzzled

7. Dear Gabby,

My husband and I both work full-time. We are both tired when we come home from work, but he expects me to do all the housework and fix dinner. How can I get him to do his share of the work?

Worn Out

8. Dear Gabby,

I am an 18 year old female student in a work study program at a local manufacturing company. The job requires the assembly of basic parts for a toy bike. I wear an apron filled with a variety of nuts and bolts necessary for the job. My supervisor, a male, "checks" my apron supply by reaching into the apron. He does not check the aprons of the male workers. He says he does this to make sure I am ready to work. I am worried what might happen next and don't know what to do.

Worried

9. Dear Gabby,

I am a male senior in high school, a good student, and very active in sports. I have never been very outgoing and find myself teased for being so shy. The hassles have become greater since a group of girls started making remarks about my athletic body and giggling when I walk by. I constantly receive notes in my desk and books saying things such as: "I love you for your body, not your mind." I never bother anybody and find it difficult to enjoy school. It makes me very uncomfortable. What can I do to change things?

The Shy Guy

POSTER CONTEST

The purpose of the poster contest is to reinforce the students' awareness of equity issues in everyday life. Students will use the knowledge they gain in the workshop to develop new ideas. This activity also enables students to work in their school teams and complete a finished product for use in their home school presentations. Advisors are asked not to participate with their team for this particular activity. Arrange the room so the students will have tables and appropriate space to work on their posters.

TIME: 45 - 60 Minutes

1. Have all of the supplies laid out prior to the start of the activity. Materials needed include:
   - poster board for each group
   - magic markers of various colors (one set per group)
   - glue or rubber cement
   - scissors (one pair per group)
   - prizes
   - masking tape for hanging posters
   - newspapers and magazines that have good examples of both genders, work and family roles
   - judges

2. Announce there will be a poster contest, with prizes given afterwards for the best poster. The information and ideas that that have been discussed throughout the workshop should be reflected in their poster. Display the prizes beforehand, if you chose.

3. Review the criteria for judging the posters with the students. Announce who will be judging the posters (principal, another teacher, or counselor).

4. Have students gather according to their home school teams. Groups should have 3 or 4 members. It may be necessary for some school teams to divide into smaller groups for this activity. Each group is to take one concept they have learned from the presentation, such as language bias, androgyny, stereotyping in advertising, changing roles, or harassment. They are to make a poster with drawings or pictures and words clipped from the magazines or newspapers. Student names should go on the back of the poster.

5. Upon completion, have the team explain briefly how their poster depicts the particular theme. As each group finishes presenting their poster, have them hang their poster s around the room.

6. Judges will cast their ballots according to the criteria on the following page. At the end of the day, announce the winners and award prizes.

7. Try to have the winners' names and pictures put in the school newspaper, yearbook, or local press.

* *CRITERIA FOR JUDGING POSTERS*

Judges will assign a number to each poster:

Posters will be judged according to the following criteria:

1. Does the poster capture the meaning of <u>one or more of the concepts</u> presented in the workshop (i.e. changing male and female roles, language bias, nontraditional careers for males and females, stereotypes in advertising, androgyny, or sexual harassment)?

2. Does the poster display originality in idea or appearance?

3. Did the team present the poster in an enthusiastic and clear manner (quality of presentation)?

GUIDELINES FOR POSTER PRESENTATIONS

1. Presentations limited to 3 minutes per poster.

2. Each team will have 5 minutes to plan the presentation.

3. Each team may need time during the second day of the workshop to finish the posters.

4. Presentation pointers:

    * No "ums"
    * Straight forward style is best
    * Address criteria
    * Don't go over every picture - just summarize the main theme
    * Make sure judges can see the poster and hear the presentation

POSTER CONTEST

JUDGE'S RATING SHEET

Rate from 1 to 5, 1 being the lowest and 5 being the highest

Poster Number	Poster Title	Creativity	Quality of Poster	Quality of Presentation	Total

Comments: _____

MEDIA WATCH

The purpose of this activity is to prepare students to recognize the extent of bias in the media.

Time: Assigned as homework for the evening between Day 1 and Day 2.

1. Introduce activity by telling students they should now have a clear understanding of gender bias and are now going to find real life examples. For homework, students are to review one of the media sources listed: television programs, television commercials, videos, newspapers, magazines, or radio and examine that source for gender bias.

2. Remind the students that bias is occurring all the time in all types of media sources. Using the assignment sheet provided, students are to document the examples of bias in the media they find. If you plan to give prizes, tell them you will give prizes to the student with the most interesting and complete examples.

3. Begin the second day of the project by reviewing the homework assignment. Have students get into their school teams and select the most interesting example of bias. One person from each team will present the example.

4. Assignment sheets should be given to judges to review. Two or three judges will evaluate the activities, using the judges rating sheet provided. Prizes can be awarded to the team finding the most interesting example of bias in the media or the team that found the most examples of bias in the media.

5. Conclude the activity by noting the extent of bias in the media and the effect such bias has upon the decisions we make.

* T.V.
EVALUATION SHEET

1. Name of show, commercial, or video: _____
   If a commercial, name of the product? _____

2. Target audience? _____

3. Who are the main characters? _____
   _____

4. What races are portrayed? _____
   _____

5. What types of occupations did the characters have? _____
   _____

6. What roles did the characters assume in the home? _____
   _____

7. What decisions were made? _____
   _____

8. Who made the decisions? _____
   _____

9. Did someone try to please another character and in what way _____
   _____
   _____

10. Were any characters made fun of or put down? _____
    Explain _____
    _____
    _____
    _____
    _____

Source: Winning "Justice For All," Council on Interracial Books for Children, Women's Educational Equity Act Program, Newton, MA. p. 40

* *RADIO EVALUATION*

Tally the number of:	**Males**	**Females**
Disc Jockeys	_____	_____
Newscasters	_____	_____
People in the news	_____	_____
Voices in commercials	_____	_____
Songs sung by	_____	_____

In the commercials, what were the women selling? _____
_____

What did the women sing about? _____
_____

What were the men selling? _____
_____

What did the men sing about? _____
_____

Why were the women in the news? _____
_____

Why were the men in the news? _____
_____

What else did you notice about the men and women on the radio? _____
_____
_____
_____
_____

Source: Educational Equity: Teaching, Learning, Achieving. State Department of Vocational and Technical Education. Stillwater, OK. 1981. pp. EE-58 - EE-63.

* *MAGAZINE EVALUATION*

Name of Magazine: _____

Tally the numbers of:	**Males**	**Females**
Editors in Chief	_____	_____
Managing Editors	_____	_____
Senior Editors	_____	_____
Feature Editors	_____	_____
Associate Editors	_____	_____
Reporters	_____	_____

Other Editors - Please list their titles:

_____

_____

ADVERTISEMENTS	MEN	WOMEN	GIRLS	BOYS
Number portrayed in ad	_____	_____	_____	_____
Target audience	_____	_____	_____	_____

(The results of this first chart should tell you what audience the magazine has in mind)

PICTURES	MEN	WOMEN	GIRLS	BOYS
Number portrayed	_____	_____	_____	_____

ARTICLES OR STORIES	MEN	WOMEN	GIRLS	BOYS
Leading Role or Important Information	_____	_____	_____	_____

How real are these magazine portrayals? Are people in everyday life like those you find in magazines? Explain your answer. _____

_____

Source: Educational Equity: Teaching, Learning, Achieving. State Department of Vocational and Technical Education. Stillwater, OK. 1981. pp. EE-58 - -EE-63.

* *NEWSPAPER EVALUATION*

Tally the number of:	**Males**	**Females**
Editors in Chief	_____	_____
Managing Editors	_____	_____
News Editors	_____	_____
Sports Editors	_____	_____
Entertainment Editors	_____	_____
"Life Style" Editors	_____	_____
Feature Editors	_____	_____
Food Editors	_____	_____
Photo Editors	_____	_____
Assistant Editors	_____	_____
Photographers	_____	_____
Reporters	_____	_____
Others	_____	_____
People on the front page (photo or news)	_____	_____
People in various sections of the paper:		
Editorial Page	_____	_____
Sports Page	_____	_____
"Life Style"	_____	_____
Others:	_____	_____

Summarize the reasons (circumstances) men and women were included in the news. Were they victims of a crime? Were they experts giving their opinion? Were they witnesses?

_____

_____

_____

_____

_____

_____

Source: Educational Equity: Teaching, Learning, Achieving. State Department of Vocational and Technical Education. Stillwater, OK. 1981. pp. EE-58 - EE-63.

MEDIA WATCH JUDGING SHEET

JUDGE'S RATING SHEET

Rate from 1 to 5, 1 being the lowest and 5 being the highest

Team Number	Examples of Bias	Quality of Presentation	Total

Comments: _____

WRAP-UP FOR DAY 1

1. Remind everyone of starting on time for Day 2 (8:00 a.m. for refreshments; 8:30 for workshop).

2. Remind teams that have not finished their posters that they will have from 8:00 - 8:30 a.m. tomorrow to complete their posters. Be sure to keep posters at the workshop site. Students may not work on their posters outside of the workshop.

3. Remind students about their homework assignments (Media Watch).

4. Make sure you can read the names on the sign-in sheet clearly in order to complete ASETS certificates before Day 2.

5. Collect posters and be sure the teams have written their school and advisor's name on the back of the posters.

6. Collect poster supplies.

7. Check on poster judges, nontraditional role model student panel, refreshments, and meals for Day 2.

8. Make sure you have prizes for the poster contest and homework.

9. Prepare ASETS certificates for Day 2.

10. Securely store poster and materials overnight.

* *AGENDA: DAY 2*

ENERGIZER

SUMMARY OF DAY 1

PEOPLE IN MY COMMUNITY

ATTITUDE CHECKLIST

OCCUPATIONAL LANGUAGE

LANGUAGE FACT SHEET

NONTRADITIONAL ROLE MODEL PANEL

ADVANTAGES OF NONTRADITIONAL JOBS

REVIEW OF RESOURCES AVAILABLE ON GENDER EQUITY

HOW TO DEVELOP YOUR STUDENT PRESENTATIONS

ASETS EVALUATION

CONCLUSION

DAY 2 START - UP

1. Set up video equipment, focus video, and mark where the equipment needs to be in case you have to move it. If you are in a new training room, locate lights and curtains, shades, etc. to darken the room.

2. Set up sign-in sheets and name tag table. Make sure pens and markers are available.

3. Make sure you have supplies to hang the students' posters around the room or place them on an easel. As students finish, number the posters for judging purposes (make sure the number is in pencil since the students will be using the posters for their school presentations).

4. Be sure you have name tags available for the nontraditional role model panel. Include their name as well as their career on their name tag.

6. Confirm the judges for the poster contest. You may use advisors as judges, but ask others to judge the poster contest. Be sure to have the prizes ready.

7. As students arrive, have them sign in, make new name tags, and finish their posters. As groups finish their posters, they can enjoy refreshments until the beginning of the workshop.

8. Welcome students back to the workshop. Ask for impressions of Day 1. Did anyone discuss the workshop with friends, family? Ask for student reactions.

9. Go over vocabulary words from Day 1 - Androgyny, UWIB, Hardybars, Mushmels, Nontraditional.

10. Begin the day's activities with an icebreaker.

11. Have a great day!

ENERGIZER

"TANGLES"

"Tangles" has been one of the most successful activities as a group warm-up.

The purpose of this activity is to help students get reacquainted with one another while setting a light tone for the rest of the day. It also is intended to bring about a discussion of team work and cooperation.

TIME: 10 - 15 Minutes

1. The room must be large enough to allow groups to make 2 - 3 circles.

2. Have students form groups of 8 - 12 members, with both males and females, and preferably, an even number in each group.

3. Ask the students to stand in a circle. Instruct each person in the circle to reach across the group with their right hand and clasp the right hand of a person across from them. They should not clasp the hand of the person standing on either side of them.

4. Next, participants clasp their left hand with the left hand of someone across the circle from them. Instruct them that they should not be holding their right and left hands with the same person. Again, avoid the person immediately on the right for left.

5. Appoint one person in each circle to drop his/her right hand. Everyone else continues holding hands.

6. The group must "untangle" themselves by having participants step over or stoop under each other in order to form a circle while still holding hands. **Note**: **The group members may not always face the same direction.**

7. When one group succeeds in untangling themselves, have them give themselves a round of applause.

8. When all the groups have finished, ask each group to share what some of their obstacles were and how they overcame them. What did they think when they started? Did they ever get discouraged? Was there a "leader"? How did that person evolve into the leader? Discuss how good communication skills and patience were necessary to succeed in "untangling" themselves. Also, discuss how there was more than one way to accomplish the task.

PEOPLE IN MY COMMUNITY

The purpose of this activity is to increase the students' awareness of bias by examining the careers held by each gender in their community.

TIME: 15 Minutes

1. Ask students to turn to "People in My Community" in their handbooks. Review the directions for Part A and have the students circle "male" or "female" for all occupations listed.

2. Explain the directions for Part B. Have students underline the opposite gender if they believe they could also do the job.

3. On the board or flip chart, write "Males Only" and "Females Only" and list students' responses under each heading. Discuss the skills needed for each occupation and point out that males or females can do any of these occupations, if properly trained and interested.

4. Conclude the activity by emphasizing that job choices should be made on the basis of skill and interest.

* *PEOPLE IN MY COMMUNITY*

DIRECTIONS - PART A: Look around. Look at your neighborhood and the people you have met. Are there certain jobs which are always held by males? By females? Read the jobs listed and circle either Male or Female according to what you observe in your community. *Remember, you need to circle what you see reflected in society, not what you feel is true.*

1.	Most fast food cooks are:	Male	Female
2.	Most custodians are:	Male	Female
3.	The auto mechanic who fixes my family's car is:	Male	Female
4.	Most nurses are:	Male	Female
5.	Most bus drivers are:	Male	Female
6.	My dentist is:	Male	Female
7.	My school principal is:	Male	Female
8.	Most road workers are:	Male	Female
9.	Most of police officers are:	Male	Female
10.	Most school cafeteria workers are:	Male	Female
11.	Most store clerks are:	Male	Female
12.	Most secondary teachers are:	Male	Female
13.	Most receptionists are:	Male	Female
14.	Most child care workers are:	Male	Female
15.	Most elementary teachers are:	Male	Female

DIRECTIONS - PART B: Now look back over your list and think of the skills necessary for each job. For each job you circled, if you think the opposite sex *could* perform the job, underline the sex not circled. For example, if you circled "female" and you believe that a male could do the job equally as well, underline "male."

ATTITUDE CHECKLIST

The purpose of this activity is to increase the students' ability to recognize how bias can influence education and career choices.

TIME: 20 - 25 Minutes

1. On each line, put a "F" if you think the activity should be for females only, a "M" if you think the activity should be for males only, or a "B" if the activity should be both males and females.

2. Upon completion of the questions, discuss the following:

   A. Which activities or occupations were the most difficult to check for both genders?

   B. Go through each activity and have the students indicate the ones they have experienced.

* *ATTITUDE CHECKLIST*

DIRECTIONS: On each line provided, put an "F" if you think the activity should be for females only, an "M" if you think the activity should be for males only, or a "B" if you feel the activity should be for both males and females.

_____ 1. Take care of small children

_____ 2. Take auto mechanics in school

_____ 3. Wash dishes when married

_____ 4. Play on a professional baseball team

_____ 5. Work as a hair stylist

_____ 6. Mow the lawn

_____ 7. Take care of a sick person

_____ 8. Work as an engineer

_____ 9. Work as a librarian

_____ 10. Cry at a sad movie

_____ 11. Work as a welder

_____ 12. Work on a car

_____ 13. Learn how to type

_____ 14. Learn how to cook

_____ 15. Tend to the garden

_____ 16. Work as a receptionist

_____ 17. Take calculus in school

_____ 18. Drive a tractor

_____ 19. Wear an earring(s)

_____ 20. Ask a person out on a date

How many activities did you feel were for males only? _____

How many activities did you feel were for females only? _____

How many activities did you feel were for both males and females? _____

OCCUPATIONAL LANGUAGE WORKSHEET

The object of this activity is to illustrate the importance of language and how it can limit perceptions. This activity can help students eliminate biased language from their vocabulary.

TIME: 15 Minutes

1. Students should work with their team for this activity.

2. For additional resource material on the effects of language, refer to the glossary for the Language Fact Sheet. (p. 62)

3. The students are to determine if the following job titles are examples of biased language. If a job title is biased, their group is to decide upon at least one non-biased alternative.

BE CREATIVE!

Cleaning Lady?

ROOMMOTHER?

Housewife?

Workmen?

Chairman?

Stewardess?

Manpower?

* *OCCUPATIONAL LANGUAGE WORKSHEET*

DIRECTIONS: Decide if the following items are biased. If so, come up with at least one non-biased alternative. BE CREATIVE!

1. Anchorman _____
2. Fireman _____
3. Congresswomen _____
4. Housewife _____
5. Chairman _____
6. Dear Sir _____
7. Insurance Man _____
8. Stewardess _____
9. Man-Made _____
10. Businessman _____
11. Cleaning Lady _____
12. Paperboy _____
13. Mailman _____
14. Sportsman _____
15. Foreman _____
16. Waitress _____
17. Workman's Compensation _____
18. Manpower _____
19. Man-sized Job _____
20. Kelly Girl _____

OCCUPATIONAL LANGUAGE ANSWER SHEET

1. *Anchorman*: Anchor, Anchor person
2. *Fireman*: Firefighter (This word is more specific than man because it emphasizes what occurs on the job vs. the sex of the person who is doing the job.)
3. *Congresswoman*: Representative, Senator, Elected Official
4. *Housewife*: Homemaker (No one is married to a house!)
5. *Chairman*: Chairperson, Chair
6. *Dear Sir*: Dear Associate, Dear Sales Manager, Dear Client, Dear Customer (Using the occupational title or function is becoming more and more common.)
7. *Insurance Man*: Insurance Agent
8. *Stewardess*: Flight Attendant
9. *Man-made*: Artificial, Synthetic, Manufactured
10. *Businessman*: Business person, Business Manager, Executive
11. *Cleaning Lady*: Housekeeper, Custodian, Maintenance
12. *Paperboy*: Newspaper carrier, Deliverer
13. *Mailman*: Mail Carrier, Postal Worker
14. *Sportsman*: Athlete, Hunter, Fisher
15. *Foreman*: Supervisor, Manager
16. *Waitress*: Server, Food Server
17. *Workman's Compensation*: Worker's Compensation
18. *Manpower*: Skilled Labor, Labor Force, Human Resources
19. *Man-sized Job*: Big or Important Job
20. *Kelly Girl*: Assistant, Temporary Employee

* *LANGUAGE FACT SHEET*

Research by various linguists, social scientists, and educators indicates that the use of language has a direct effect on the perception of an event, person, attitude, etc.

When 100 children between nursery school and seventh grade were asked to respond to the word "man" in sentences such as "Man must work in order to eat" and "Around the world, man is happy."

- *The majority of the children interpreted "man" to mean males and not human kind in general*

When 50 high school students were asked to illustrate seven statements on human activities during early civilization, students drew:

- *Male figures for six of seven statements when the word "man" and "mankind" were used.*
- *Male figures for a majority of the statements when the words "people" and "humans" were used.*
- *More females than previously for statements when the words "men and women" were used.*

Three hundred college students were asked to select pictures to illustrate chapter title pages for a proposed sociology textbook. When the words:

- *"political man" and "urban man" were used, 64 percent of the students selected all male pictures.*
- *"political behavior" or "urban life" were used only 50 percent of the students chose male pictures.*

When college students in another study were asked to react to the masculine pronoun "he" in multiple choice statements, the word "he" was interpreted as:

- *male - 407 times*
- *female - 53 times*

When high school students were asked to rate their interest in job advertisements written in neutral and varied language:

- *females showed no interest in jobs labeled as "foreman" or "lineman" but showed interest in jobs labeled as "forewomen."*
- *males showed no interest in "operator" or "sales representative" jobs when associated with the word "she" and showed interest in "telephone operator" jobs when associated with the word "he."*

Source: New Pioneers, Amanda Smith, 1978

* *EXAMPLES OF LANGUAGE USAGE*

The purpose of this activity is to show the difference between biased or negative and neutral language. Some examples are taken from the McGraw-Hill Book Company and Scott, Foresman, and Company as well as other classroom textbooks.

Biased Language	Neutral Language
When Man invented the wheel...	
All businessmen need...	
The average American drinks his coffee black.	
The lady lawyer delivered...	
The town honored its fireman, mailmen, and policemen.	
Hitting the nail instead of the thumb is a triumph for boys. Cutting out paper dolls is good for girls.	
Boys like action stories, and both boys and girls like animation and comedy. Girls will read stories boys like, but boys will not enjoy "girlish" stories.	

Negative "Female" Language	Neutral Language
The girls in the office...	
The consumer should buy her...	
Jim Weiss allows his wife to work part-time.	
Lynn Moore, a career girl, is...	

Negative "Male" Language	Neutral Language
Bobby is a sissy.	
For a man, Matt cooks well.	
Sam is good at mothering the kids.	
Ken does much of the woman's work at home.	

* *EXAMPLES OF LANGUAGE USAGE ANSWERS*

The purpose of this activity is to show the difference between biased or negative language and neutral language. Some examples are taken from the McGraw-Hill Book Company and Scott, Foresman, and Company, as well as other classroom textbooks.

Biased Language	Neutral Language
When man invented the wheel...	When the wheel was invented...
All businessmen need...	All business executives need...
The average American drinks his coffee black.	The average American drinks black coffee.
The lady lawyer delivered...	The lawyer delivered...
The town honored its firemen, mailmen, and policemen.	The town honored its firefighters, mail carriers, and police officers.
Hitting the nail instead of his thumb is a triumph for boys. Cutting out paper dolls is good for girls.	For a child, hitting the nail instead of their thumb or cutting out recognizable shapes is a triumph.
Boys like action stories, and both boys and girls like animation and comedy. Girls will read stories boys like, but boys will not enjoy "girlish" stories,	Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

Negative "Female" Language	Neutral Language
The girls in the office...	The women in the office...
The consumer should buy her...	Consumers should by their...
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.
Lynn Moore, a career girl, is...	Lynn Moore, an editor, is...

Negative "Male" Language	Neutral Language
Bobby is a sissy.	Bobbie cries a lot.
For a man, Matt cooks well.	Matt cooks well.
Sam is good at mothering the kids.	Sam is good at caring for the kids.
Ken does much of the women's work at home.	At home, Ken cooks and cleans.

NONTRADITIONAL ROLE MODEL PANEL

The purpose of this activity is to increase students' awareness of nontraditional occupations. The activity will support the advantages and challenges related to nontraditional careers.

TIME: 45 - 60 Minutes

1. Contact 3 - 4 people working in a variety of nontraditional occupations in the community. Use nontraditional technical education graduates whenever possible. Try to make sure males and females are equally represented. If willing, students enrolled in a nontraditional technical education program can be part of the panel.

2. A letter, similar to the one attached, should be sent to all role models in preparation for the panel discussion. Remind the panel members they will be giving a brief presentation about themselves and their occupations (3-5 minutes). The remaining time will be spent answering questions.

3. Inform the students a panel of people working in nontraditional occupations will be speaking to them. Work with the students before the panel arrives about some questions they may like to ask.

4. This is a good activity the hour before lunch as an informal discussion and relaxation activity. This also gives you the opportunity to invite the panel members to lunch where they can spend additional time with the students.

5. Introduce the panel members by their name, career area, and employer. Explain the format as a brief presentation (3-5 minutes) by each panel member followed by an open discussion.

6. Following the individual presentations, you can begin the discussion by asking questions from the list provided. As the students have questions, have the panel members field their questions. When there is a lull in the conversation, ask another question off the suggested list.

   A. What are your duties and responsibilities?
   B. How did you make your career decision?
   C. What kinds of problems have you had as the result of being the minority in your class/job?
   D. How have you handled those problems?
   E. What has been the most difficult aspect of your career? The most rewarding?
   F. What subjects or vocational courses in school have helped (or are helping) you?

G. Do you wear special clothing?
H. What are your working hours? Your school hours?
I. What did your parents think of your decision?
J. What did your friends think? Were the males or females more supportive?
K. Were you ever teased or did you receive any unwanted attention? From whom? How did you handle it?
L. What kind of equipment do you use?
M. Do you like what you are doing? Would you do it again? What, if anything, would you do differently?
N. What recommendations would you give to students interested in nontraditional areas? Your area?

7. Conclude the activity by asking the panelists for their recommendations to students interested in nontraditional careers (question N). Thank the panel for their time and interest in our students and in promoting nontraditional occupations.

SAMPLE LETTER TO ROLE MODELS

Dear _____,

Thank you for agreeing to visit our classroom on ___(Day)___, ___(Date)___, at _(Time)_ as a nontraditional role model. We look forward to your remarks regarding your career choice and your recommendations to students considering nontraditional areas.

The class you will be visiting is a _____ grade class and the students are between the ages of ____ and ____. We are interested in why you have chosen a nontraditional occupation and some of the advantages and disadvantages of doing so. If possible, please bring tools, instruments, products, uniforms, etc. that reflect your occupation.

You are also welcome to bring representative samples, pictures, or pamphlets of your field that can be given to the students when you leave.

Once you have given a brief introduction of yourself (3-5 minutes), your career, education, background, and training there will be time for the students to ask questions. Several questions you may be asked may include:

- Why did you chose your particular career?
- What are your duties and responsibilities?
- What hours do you work?
- Do you wear special clothing?
- What equipment or instruments do you use?
- What subjects taught in school are useful to you now?
- What are the working conditions (indoors/outdoors, noise, temperature)?
- What aspects of your job do you enjoy? Which do you dislike?
- What advice would you give to others interested in nontraditional career areas?
- How did your friends and others react to your nontraditional choice?
- How were you treated by co-workers when you first started your job?

We look forward to your visit. Feel free to call if you have and questions,
(___)_____.

Yours truly,

(teacher or student)

* *ADVANTAGES OF NONTRADITIONAL JOBS*

Nontraditional jobs offer a variety of advantages. Some of the major rewards include the following:

1. **SALARY** - Nontraditional jobs often have the opportunity for better pay. Jobs traditionally held by men generally pay better wages. Furthermore, men working in jobs which are nontraditional for females (the female-dominated jobs) often earn more than women who work in those fields and may ultimately raise the pay for everyone.

2. **ADVANCEMENT OPPORTUNITIES** - Nontraditional jobs, especially those in the apprenticeable trades, usually have established steps for advancement. For example, in construction work, a worker can move from apprentice to journey level, to supervisor, to superintendent, and so on. Workers in some trades can start their own contracting business.

3. **BENEFITS** - In nontraditional jobs which are unionized, the wages are usually higher, various fringe benefits and job protections may be negotiated.

4. **THE WORK ITSELF, JOB SATISFACTION** - The greater range of experience a job offers and the more options it makes available, and the greater chance for self-satisfaction.

5. **EDUCATION and TRAINING** - Most nontraditional jobs require specialized skills, which are compensated according to the amount of training or education you have received. Apprenticeship training, for example, usually provides beginning wages equal to half of what a trained journey level earns. As the apprentice learns and performs better, they generally receive periodic increases in wages. When training is completed, the apprentice is usually earning 90 percent of journey level wages. This process enables trainees to earn while they learn.

6. **WORK HOURS** - Many nontraditional jobs in the skilled trades have potential overtime pay. Also, these jobs often provide a greater variety of schedules or shifts to choose from, and pay for evening and night shifts is often higher.

Achieving

Sex

Equity

Through

Students

Student Presentations

* DEVELOPING YOUR PRESENTATION

Getting Started

Tips for Teams

"Presenting Yourself" Presentation Guidelines

Presentation Lesson Plan

Checklist for the Presentation

Evaluation

*Getting Started

Now that you are familiar with the ASETS program and aware of the bias that goes on every day in our society, it is your turn to teach others what you have learned in the last two days. Education is the best tool to end gender bias. So, where do you go from here? How do you go about teaching others what you have learned? The following steps were designed to assist your team in planning and implementing a program on sex equity for middle school students.

Step 1- Within the next few days, meet with your advisor and team members in order to discuss your experience at the ASETS workshop. Make a list of the ideas and concepts your group feels were the most important in the workshop. What ideas did you have difficulty understanding? The content of your middle school presentation will be derived from this list. Remember, the workshop lasted two days. Most middle school teachers will not give you two full days to host your presentation. Therefore, you will not be able to cover everything learned at the workshop in your presentation.

Step 2- Now that you have an idea of what information your group wants to focus on, return to your "ASETS Student Handbook." Find the activities related to the topics that your group is going to focus on. Do you feel they should be modified? Are they too long or too short? Did they keep your attention? Do you feel that they will hold the attention of the students at the middle school? Chose the activities that you feel would best explain and demonstrate the content you want to focus on.

Step 3- Now that you have decided what you are going to do, decide on the order in which you are going to do it in. Who is going to lead each discussion or activity? Are there activities that can be lead by your entire team? How long should each activity last? The entire presentation? Use the lesson plan sheet (see page T-71) and plan your lesson.

Step 4- Practice, Practice, Practice!!! Practice your roles individually as well as practice as a group. Make sure that every member of your team is familiar with the entire presentation. It is possible that one of your team members may not be able to attend every presentation, therefore, your team members should be able to fill in. Show your presentation to your advisor. Ask for feedback. Time the presentation. Does it take the allotted amount of time? Add or delete activities according to your time restraints. Remember, always have a few extra activities planned in case your presentation runs under, or an activity does not go as well as you had planned.

Step 5- Have your advisor call the middle school and arrange through the administration for a teacher that would be interested in having you attend his/her class. Once you have received the name of the teacher, have a member of your group contact the teacher and arrange a date and time for your presentation. Make sure that you know the following information:

- ⇒ Teacher's full name
- ⇒ Age of the students
- ⇒ Number of students in the class
- ⇒ Length of time you will be allowed for your presentation
- ⇒ Directions to the school and the classroom
- ⇒ Equipment available (overhead projector, blackboard, TV, VCR, etc.)
- ⇒ The name of the person to contact within the school in case the teacher does not have all of the required equipment
- ⇒ The best way to contact the teacher if you have any questions or problems

Step 6- Make arrangements with your high school teachers to be released from school for the allotted time. Make transportation arrangements. Discuss these issues with your advisor. Your advisor should be able to arrange accommodations for you.

Step 7- If necessary, contact the suggested person in the middle school to arrange for the required equipment.

Step 8- The day prior to your presentation, contact your host teacher to confirm the time, location, and date of the presentation.

Step 9- Presentation Time! Have fun and remember to have the students fill out their evaluation form after the presentation.

Step 10- Immediately after your presentation, either in your high school or in a separate room in the middle school, discuss what you felt went well and what needs work. Write it down as well as any feeling you may have regarding the presentation. Were you nervous? When? Did you know how to answer all of the students' questions? If not, how did you handle the situation?

Step 11- Write the host teacher and the class a "thank you" letter. Make sure all of the members of your team and your advisor sign both letters.

* TIPS FOR TEAMS

1. Establish a good relationship with your faculty advisor. Meet prior to the first session in order to review your plan. Ask your advisor to assist in the following ways:

   A. Provide preliminary information about ASETS to the middle school class.
   B. Introduce each session.
   C. Provide classroom control when necessary.
   D. Participate in discussions.

2. Organize the presentation:

   A. PRACTICE! PRACTICE! PRACTICE!
   B. Schedule adequate time to plan and practice the activities.
   C. Make certain that each team member has specific, equal responsibilities.
   D. Maintain a "Team Approach" at all times to support and encourage one another.
   E. Work together so that you are well-informed and uniform in your ideas.

3. Plan activities that involve students:

   A. Include a variety of activities such as movies, written quizzes, small group discussions and brainstorming.
   B. Vary the tempo of the class. Sequence activities carefully by moving from a quiet activity to something more active. Plan a transition between activities. The activities should be linked, and should build off one another.

4. Prepare ahead for A-V equipment and materials. Be sure the equipment is working correctly before you begin your presentation.

5. Plan backup activities in case you finish early, or other activities are not working as well as expected.

6. Have enough materials for all students, the host teacher, yourself, and a few extras. Remember to bring the name tags.

7. Dress professionally. The way you look has a lot to do with the way you feel...and the way students interact with you.

8. Begin activities by explaining the purpose. Students participate more fully when they know the purpose of the activity.

9. Give clear instructions and examples when leading activities. Write them on the board or overhead and repeat the instructions several times. Periodically ask if there are any questions.

10. Once you have started an activity, circulate around the room. Help students individually or in small groups. Keep the students posted as to how much time is remaining.

11. Encourage discussion by asking students why they feel or think a certain way. Ask if others feel the same or differently. Why?

12. To encourage quiet students to talk, divide the class into small groups frequently, or direct questions specifically to them.

13. If no one responds to a question, call on someone. Try not to answer your own questions.

14. Other tips to promote discussion:

    A. Ask "how" and "why" questions. Try to avoid questions that can be answered with a simple "yes" or "no."
    B. Call on students by their name.
    C. Reward discussion/comments with praise.
    D. Involve team members.
    E. Involve the host teacher.
    F. Change the activities frequently.

15. "Crowd Control" techniques:

    A. Stand, instead of sitting. Move around the room.
    B. Maintain eye contact with the entire class, not just the front row.
    C. Prepare each activity before you announce it.
    D. Move quickly from one activity to another.
    E. Keep the whole team involved.
    F. Divide the class into small groups.
    G. Ask the host teacher and advisors in advance for help with group, if needed...

16. Remember there are no "right" or "wrong" answers. Being accepting encourages class participation and discussion.

17. SMILE! ENJOY! HAVE FUN!

* *PRESENTATION LESSON PLAN*

Team Members: _____

Advisor: _____ Host Teacher: _____

# of Students: _____ Room: _____

Time: _____ to _____ Date: _____

Beginning Time	Approx. Length in Minutes	Activity	Equipment/ Materials Needed	Person(s) Responsible

BEST COPY AVAILABLE

* *CHECKLIST FOR THE PRESENTATION*

1. Contact the training site personnel

   _____ Review planned activities

   _____ Ask for any assistance that you may need

   _____ Go over any special room arrangements

   _____ Locate light switches, electrical outlets

2. Meet with team members and advisor

   _____ Review individual roles for each activity

   _____ Confirm time and room number

   _____ Try to brainstorm any possible problems that may arise and how you are going to deal with them

3. Arrange for materials and equipment

   _____ Reserve A-V equipment (including an extension cord if needed)

   _____ Reserve video, etc.

   _____ Duplicate materials for students (and host teacher)

   _____ Make name tags (if needed)

4. Set up for presentation

   _____ Pick up A-V equipment

   _____ Pick up videos, etc.

   _____ Pick up duplicated materials

   _____ Test A-V equipment

   _____ Arrange room (if possible)

   _____ Set out materials to be used

* *ASETS WORKSHOP*
STUDENT EVALUATION

Please give us your feedback about the workshop using the following scale: 1 = low to 5 = high.

1.	To what extent did the workshop increase your knowledge about equity issues?	1	2	3	4	5
2.	How effective were the presenters in running the workshop?	1	2	3	4	5

What was most helpful for you in the workshop?

_____

_____

_____

What was the least helpful to you in the workshop?

_____

_____

_____

How can we improve future workshops?

_____

_____

_____

Additional comments:

_____

_____

_____

_____

_____

_____

_____

Thank you!!!!

ASETS NOTES

ASETS

ACHIEVING SEX EQUITY THROUGH STUDENTS

Achieving Sex Equity Through Students

Resources

* *Resources*

The following videos were obtained from the Michigan Center for Career and Technical Education and are available to borrow from their library. They can be used either as sources to increase your knowledge in gender equity or as part of your presentation. Staff may check out up to three videos at a time for a three week period. A complete loan policy can be found on page T-84.

Gender Bias

Title: ***Another Half***
Call Number: SE 0815 - VT
Notes: *Another Half* is a narrative video about two boys and their struggle to define their masculinity. It is about the discovery that men can be sensitive, responsible, gentle, and caring. There is a strong focus on self-awareness and responsible sexual behavior. 27 Minutes.

Title: ***Petronella***
Call Number: SE 0893 - VT
Notes: In this humorous twist of the timeless fairy tale plot of the prince rescuing the princess, Princess Petronella feels that she deserves equal opportunity to go forth and rescue a prince. 14 Minutes.

Title: ***Women Get Ready***
Call Number: SE 1394 - VT
Notes: The purpose of *Women Get Ready* is to help young people break out of gender stereotypes so that they can make decisions based on personal values, feelings, abilities, and aptitudes as well as life style and job market realities that are not limited by sex role stereotypes and gender bias. Appropriate for grade levels 5 - 12, especially during career development activities in the middle school years. 9 Minutes.

Title: ***Making Points***
Call Number: SE 1491 - VT
Notes: This film utilizes an unusual approach to explore the topic of sex roles. Using a pseudo TV news format, a female reporter interviews four high school males regarding their plans for the future. The catch is that the answers reflect a hypothetical situation where females hold the dominant position in society and males are relegated to domestic positions. 11 Minutes.

Title: ***A Word in Edgewise***
Call Number: SE 1582 - VT
Notes: A truly articulate statement about sex bias in everyday speech and writing. This excellent video explains the role of language in shaping behavior. Scholarly, yet simple and believable, it is informative without being preachy. 26 Minutes.

Title: ***Failing at Fairness***
Call Number: SE 1589 - VT
Notes: The Sadkers evaluate a teacher's performance. The video shows the instructors response to both boys and girls. It indicates that attention is given more often to boys. The video is part of the American Association of University Women's (AAUW) study of the effect of sex-role stereotyping at the elementary level. 18 Minutes.

Title: ***The Fairer Sex?***
Call Number: SE 1676 - VT
Notes: *The Fairer Sex*? offers a brief and objective examination of a difficult problem. It provides viewers with a starting point for examining their own attitudes, misconceptions, and biases. It is a wonderful dialogue starter gives the viewer that hope that our society can change through education and effort. 16 Minutes.

Media

Title: ***Still Killing Us Softly***
Call Number: SE 0969 - VT
Notes: This video examines the role of the media, particularly advertisements which reinforce negative attitudes and stereotypes about women in society. It is a sequel to the video *Killing Us Softly*. 30 Minutes.

Title: ***Killing Us Softly***
Call Number: SE 1252 - VT
Notes: This video explores the role of the media as well as the advertising industry in creating perceptions about gender roles, especially myths about women and their bodies. 60 Minutes.

Title: ***Warning: The Media May Be Hazardous to Your Health***

Call Number: SE 1475 - VT

Notes: This video exposes the dangers of media models that glamorize violence, fear, and hatred between the sexes. This video encourages the life-affirming tendencies in both genders. Images of commercials, Madonna, Pee Wee Herman, MTV, and media protesters are woven together to create a video that can be used to assist individuals become more critical viewers of the mass media. 30 Minutes.

Title: ***Women Seen on Television***

Call Number: SE 1572 - VT

Notes: This is a lively full-color video complete with a study guide that promotes awareness of gender stereotypes as presented on television. It stimulates discussions of the stereotypes of women, men, and children to illustrate how harmful and limiting stereotyping can be. This video blends thoughtful narration, clips of broadcast footage (program content and advertising) and rock music. 11 Minutes.

Title: ***Don't Be a TV: Television Victim***

Call Number: SE 1604 - VT

Notes: Discover some of the consequences of portraying women and girls as sex objects and victims. Examine the unequal treatment of women in the media. Make the connection between TV violence and crime in the United States. Find out why thousands of public schools are being forced to watch commercials everyday. 18 Minutes.

Nontraditional Occupations

Title: ***Go For It!***

Call Number: SE 0653 - VT

Notes: *Go For It!* examines various vocational education options available to all students and emphasizes their availability to all students regardless of sex. The video contains several students who have chosen to study nontraditional occupations and some of the pros and cons of nontraditional occupations. 12 Minutes.

Title: ***ASETS I - The Awakening***

Call Number: SE 0672 - VT

Notes: Through student self-disclosure this video identifies the influences that impose important life decisions, such as home and career roles. Includes a discussion of the effect of gender roles, stereotypes, parental influences, and peer pressure upon career exploration and career choices. 20 Minutes.

Title: ***ASETS II - The Creation***

Call Number: SE 0673 - VT

Notes: School is about more than learning to read and write. It is about growing independence from parents and integration into adult roles. A core is made for blending vocational classes with academics so students will have exposure to non-traditional careers and activities and be prepared to better face challenges as adults. 20 Minutes.

Title: ***ASETS III - A Way of Life***

Call Number: SE 0674 - VT

Notes: This video elaborates upon the role of work in providing meaning in life. It includes interviews with individuals in nontraditional occupations, including a male registered nurse, female pilot, and male cosmetologist. Each of these individuals talk about how they became interested in their career, the importance of parental support, and the satisfaction gained from their occupations. 20 Minutes.

Title: ***Stepping In: Women in Non-Traditional Occupations***

Call Number: SE 0899 - VT

Notes: Women who have decided to pursue a non-traditional occupation are the intended audience for this film. Two women employment specialists speak, giving strong and practical advice on how to get ready (mentally, emotionally, and physically) for employment in jobs formerly and still mostly held by men. Emphasis in this film is on jobs in construction and other skilled trades. 17 Minutes.

Title: ***Stepping Out: Women in Non-Traditional Occupations***

Call Number: SE 0900 - VT

Notes: Designed to help women decide whether to embark on a non-traditional work commitment, this film presents a former teacher who has successfully established herself as a welder. 20 Minutes.

Title: ***Follow Your Dreams***

Call Number: SE 0909-VT

Notes: This upbeat, motivational video should be utilized as the first step in focusing on career possibilities. It depicts girls at home and at their school daydreaming and visualizing themselves in various careers - from a fire fighter to record producer to civil engineer. It can be used to introduce career choices and goal setting. 6 Minutes.

Title: ***Women at Work: The Year 2000***

Call Number: SE 0941 - VT

Notes: This fast-paced, motivational video sends the message that women are preparing for the work force of tomorrow in challenging and exciting nontraditional occupations. This video is designed to expose females to the wide variety of occupations open to them. It will enable them to make informed career choices that promote self-sufficiency and economic independence. 15 Minutes.

Title: ***Mythbusters***

Call Number: SE 0953 - VT

Notes: This is an award-winning video presentation that illustrates the popular misconceptions people hold about women in nontraditional occupations. It attempts to dispel the myths both men and women hold about women entering the skilled trades. It encourages young women to take a second look at traditionally male trades. 25 Minutes.

Title: ***Why Not? Part II***

Call Number: SE 0958 - VT

Notes: This video provides an overview of individuals who decide to pursue nontraditional careers. As its title states, why not pursue the career which interests you instead of traditional careers determined by gender stereotypes? 10 Minutes.

Title: ***Women's Work? Men's Work?***

Call Number: SE 1062 - VT

Notes: This video explores various stereotypes associated with traditional and non-traditional careers along with the social conditions that perpetuate these myths. Examples of various men and women in nontraditional careers are shown, in addition to the advantages and disadvantages encountered by these specific men and women. 23 Minutes.

Title: ***There's No Such Thing as Women's Work***

Call Number: SE 1250 - VT

Notes: This engaging, upbeat video uses music, contemporary cartoon art, historic photographs and newsreels to depict the changing nature of women's participation in the labor force. It also discusses the historic and current role of the Women's Bureau in documenting and addressing issues and concerns of female workers. It is designed for adult and student audiences alike. 30 Minutes.

Title: ***Science: Women's Work***

Call Number: SE 1314 - VT

Notes: Why are young women so "turned off" by high school math and science? This video looks for answers through women who are already established in science careers and through the perceptions of parents, counselors, and teachers. The video's overall message is clear: by taking math and science courses, high school women increase their career potential. 27 Minutes.

Title: ***Introduction to High Tech Careers for Women***

Call Number: SE 1336 - VT

Notes: This video series will help educate young women about high school careers in aviation, avionics, lasers, electronics, robotics, drafting, and computers. 56 Minutes.

Title: ***Mirror Mirror***

Call Number: SE 1343 - VT

Notes: *Mirror Mirror* depicts a female student discovering how important math and science skills can be in achieving success in nontraditional careers. It portrays real life women who broke away from traditional careers and who are enjoying flourishing careers in male dominated fields. 10 Minutes.

Title: ***Taking Flight! You're the Pilot: A Women's Guide to Nontraditional Careers***

Call Number: SE 1508 - VT

Notes: This video program is designed to assist women who are seeking career options that will provide new opportunities in their lives. These opportunities include job security, better pay, career advancement, and job satisfaction. You will meet six women who discuss why they chose nontraditional careers. 27 Minutes.

Title: ***Taking Flight! Navigating Your Course: A Women's Guide to Nontraditional Careers***

Call Number: SE 1509 - VT

Notes: This video is designed to assist women who are seeking career options that will provide new opportunities in their lives. These opportunities include job security, better pay, career advancement, and job satisfaction. You will learn how to undertake a successful job search, strategies of a nontraditional job interview, and how to answer difficult interview questions. 29 Minutes.

Title: ***Taking Flight! Mission Success: A Women's Guide to Nontraditional Careers***

Call Number: SE 1510 - VT

Notes: This video is designed to assist women who are seeking career options that will provide new opportunities in their lives. These opportunities include job security, better pay, career advancement, and job satisfaction. Hear women share and discuss their experiences working in male-dominated work environments. Learn problem-solving skills and ways to overcome the barriers and harassment issues. 27 Minutes.

Title: ***My Profession, My Choice***

Call Number: SE 1573 - VT

Notes: This video highlights Ingham County Intermediate School District's 1993 "My Profession, My Choice" conference that was designed to introduce young women to a variety of careers, highlighting nontraditional careers. This video features a presentation from the conference's keynote speaker, Merrily Dean Baker, the former athletic director of Michigan State University. 30 Minutes.

Title: ***Trade Secrets***

Call Number: SE 1583 - VT

Notes: Ironworker, welder, sprinklerfitter, electrician: four women reveal how their lives changed when they stepped into the traditionally male world of skilled crafts. With their co-workers and families, at work and at home, they tell how they overcame the physical and personal obstacles to find satisfaction in their trades. 23 Minutes.

Title: ***Fairness Pays Off***

Call Number: SE 1776 - VT

Notes: This 10 Minute introductory video shows people who have found "nontraditional" jobs. It explains how "fairness pays off" by changing the lives of individuals for the better. It works to ease the burden on the welfare system, the health care system, and other hard-pressed government services. It produces workers who are sorely needed in the labor force. 10 Minutes.

Title: ***Just Between Sisters: Futures Unlimited***

Call Number: SE 1816 - VT

Notes: *Just Between Sisters* uses posters, video, and a supplementary guide to encourage both students and teachers to reevaluate stereotypes about what is appropriate for women and men. The information encourages female students to pursue high-paying, non-traditional occupations. 30 Minutes.

Sexual Harassment

Title: ***Sending the Right Signals***

Call Number: SE 1112 - VT

Notes: The set includes a video, training guide, and student manual. The guide offers a seven day program which deals with sexual harassment. The video defines sexual harassment and how it can be handled in school and the work settings. The student manual includes communication techniques to provide students with the skills and confidence they need to confront and diffuse sexual harassment. The manual contains all the curriculum materials necessary for classroom use. 30 Minutes.

Title: ***Crossing the Line: Sexual Harassment Among Students***

Call Number: SE 1416 - VT

Notes: *Crossing the Line* uses classroom discussions and a videotape to help provide students with a balanced, non-blaming perspective on sexual harassment. The students will also review and discuss its school policy on sexual harassment. As a result of the program, the students should be able to define sexual harassment and its consequences. 30 Minutes.

Title: ***Teen Awareness/Sexual Harassment***

Call Number: SE 1487 - VT

Notes: Through dramatic examples, this video defines sexual harassment and makes the distinction between flirting and harassment. It explains how sex role stereotyping promotes harassment, its effects on teens, and ways to handle sexual harassment. It is intended to be used in the classroom. It is accompanied by a 16 page user guide. 23 Minutes.

Title: ***Out of Bounds: Teenage Sexual Harassment***

Call Number: SE 1553 - VT

Notes: This video explains how sexual harassment is rooted in attitudes of superiority and abuse of perceived power. It explains and examines elements of sexual harassment. It is designed to combat the destructive behaviors that constitute sexual harassment. Good discussion questions are included on the inside of the video cover. 19 Minutes.

Title: ***Sexual Harassment in Our Schools***

Call Number: SE 1568 - VT

Notes: This video has been developed for families and community members. It provides participants with information about what sexual harassment is, what it looks and feels like, how to respond to sexual harassment, and steps to take to create a sexual harassment-free environment. It also provides initial information about what steps to take when instances of harassment occur. 26 Minutes.

Title: ***Bob's Ms. Adventure: Sexual Harassment from a Different Perspective***

Call Number: SE 1724 - VT

Notes: This video is a powerful tool in creating awareness for issues surrounding sexual harassment. It has the right mix of learning points, seriousness, humor, and dramatization. Through a documented training initiative, you can lessen your legal liability by creating awareness for behaviors which can be interpreted as sexual harassment. 27 Minutes.

Title: ***Boys Will Be Boys***

Call Number: SE 1806 - VT

Notes: This video focuses on the negative effect that disrespectful, demeaning, and intimidating behavior can have upon another individual. Problems of this type, whether real or rumored, can seriously interfere with the mission of a school while hampering a student's ability to learn, especially when they feel intimidated or threatened by unwelcome sexual attention. This video offers a clear picture to teachers and students about their rights and responsibilities and demonstrates limits regarding sexual harassment. 45 Minutes.

MICHIGAN CENTER FOR CAREER & TECHNICAL EDUCATION

PROCEDURES REGARDING LOAN MATERIALS

LOAN PERIOD:	Two weeks plus mailing date. Please be prompt in viewing and returning the materials as others are waiting for them.
QUANTITY LOANED:	Printed material: 10 Titles Audiovisual: 3 Titles
COPYRIGHT:	Do not duplicate commercially produced items. Reproducing software, videotapes, or books without authorization violates U.S. Copyright Law and is a Federal offense.
MAILING COST:	MCCTE will ship materials insured and postage paid.

You are responsible for return postage and insurance.
Audiovisual - appx. $150.00 per item

RESERVATION:	Materials should be reserved at least 4 but no more than 8 weeks in advance.
RETURNING MATERIALS:	You are responsible for loan materials from the time they are checked out until they are returned. *If loan materials are lost or damaged, the borrower is responsible for replacement costs.*
RETURN TO:	The Michigan Center for Career & Technical Education 230 Erickson Hall, Michigan State University East Lansing, MI 48824
PHONE:	1-800-292-1606 ext. 5

Achieving

Sex

Equity

Through

Students

Student Handbook

AGENDA: DAY 1

REGISTRATION

PRETEST

WELCOME TO ASETS / GOALS

EQUITERMS

ENERGIZER - SIGNATURE HUNT

ANDROGYNY - WHAT ABOUT ME?

VIDEO - FABLE OF HE AND SHE

BRAINSTORMING STEREOTYPES

UWIB (UNCONSCIOUS WELL INTENDED BEHAVIORS)

TRADITIONALLY SPEAKING

VALUE VOTING

THE JULIE AND JIM STORY

DEAR GABBY

POSTER CONTEST

MEDIA WATCH - EVENING ACTIVITY

WRAP-UP

PRETEST

Name: _____ School: _____

DIRECTIONS: Please put the correct answer or that which best describes your opinion in the blank that is provided.

TRUE OR FALSE

_____ 1. Some jobs are naturally "women's" work and other jobs are naturally "men's" work.

_____ 2. It is more important for a male than a female to think in terms of lifelong careers.

_____ 3. It is just as important for males as it for females to learn to be good homemakers or parents.

_____ 4. Exploring career areas usually identified with the other sex will make boys less "masculine" and girls less "feminine."

MULTIPLE CHOICE

_____ 5. For every $1.00 that a full-time male worker makes, a full-time female worker makes:

a. *$1.00* *c.* *.60*
b. *.94* *d.* *.70*

_____ 6. Sexual harassment includes all of the following behaviors except:

a. *touching*
b. *behaviors welcomed by those present*
c. *pornographic pictures*
d. *dirty jokes*

_____ 7. If you are being sexually harassed, you should:

a. *document & report* *c.* *laugh about it*
b. *ignore it* *d.* *keep it to yourself*

GOALS

The primary goal of the ASETS program is to promote an educationally fair environment in which all students can learn and grow. The presentations developed by the ASETS team will include four additional goals:

Goal One

Create an awareness of gender bias.

Goal Two

Identify the effects of bias in the school, home, workplace, and community.

Goal Three

Identify how all forms of bias can affect the way career and personal decisions are made throughout one's lifespan.

Goal Four

Develop and implement a plan for change, to expand opportunities, and to make decisions based upon interests free of bias.

Steps for achieving those goals →

STEP ONE

The first step is to organize a building level advisory committee. This can be as simple as utilizing a currently operating advisory group. An example would be a School Improvement Committee, Student Services, Curriculum Committee, or Departmental Committee. Some districts may choose to have a separate Educational Equity Advisory Committee established which may be comprised of the building principal, teachers, counselors, parents, and students. The responsibilities of the committee may include: selecting the students to be on the ASETS Team; being a part of the training; and promoting the objectives of the school's commitment to educational equity.

STEP TWO

The ASETS Team is comprised of 3-5 students, with a culturally diverse male and female representation who are positive peer role models. The number of team members may vary depending upon the size of the audience.

STEP THREE

The ASETS team advisor is traditionally selected by the students as a "significant other" they can relate to, and wish to work with them as well as their team. This can be a teacher, counselor, or administrator. A compatible team advisor is very important to developing a good team and accomplishing the overall objectives of the ASETS Project.

The school equity coordinator can serve a number of roles with the ASETS Project. It is not necessary that the equity coordinator be assigned to an ASETS team. The equity coordinator may be responsible for the overall program format, inservice training, and scheduling of the middle school presentations.

STEP FOUR

The student teams and advisors attend a two-day inservice session to become familiar with the manual and to prepare for classroom presentations. The inservice will prepare students for the program that they will present at the local level. The students and teachers participate in the activities, review resource materials, and complete a written plan of action for the presentation. The students will be given the opportunity to practice presentation skills during the workshop.

EQUITERMS

1. **ANDROGYNY** - A person who is able to exhibit behaviors that are both traditionally feminine and masculine and to exhibit characteristics that are free from gender-role stereotyping.

2. **AFFIRMATIVE ACTION** - Programs designed to increase opportunities to under-represented groups.

3. **BIAS** - An attitude or behavior which reflects adversely upon a person or group of people.

4. **DISCRIMINATION** - Any action, intentional or unintentional, that limits or denies a person or group of persons equal opportunity or privileges.

5. **DIVERSITY** - The condition of being different, being distinct, offering variety, or "lacking sameness" among others. In the workplace, examples of diversity among people include: age, sex, race, ethnicity, national origin, leadership style, and interpersonal style.

6. **EQUITY** - Moving beyond discrimination. Equalizing, reforming, and improving your behavior based upon the concepts of fairness, justice, and freedom from favoritism.

7. **FEMINIST** - Any person, male or female, who believes women should have political, economic, and social rights equal to those of men.

8. **GENDER EQUITY** - Treating both males and females in the same manner.

9. **GENDER ROLE STEREOTYPING** - Assigning values, interests, behaviors, abilities, or roles to a specific person or group of persons based specifically upon gender.

10. **NONTRADITIONAL OCCUPATIONS** - Those occupations not traditionally held by members of one gender. For example, electrician is a nontraditional occupation for women, a nurse is a nontraditional occupation for men.

11. **SEXUAL HARASSMENT** - Any unwelcome behavior that is sexual in nature, including explicit language, sexual comments, physical contact, or gestures.

SIGNATURE HUNT

DIRECTIONS: Circulate around the room and ask others to sign their first name beside any of the activities they have tried. The goal is to get as many signatures as possible within the time limit.

1. Typed a letter	2. Cooked an entire meal	3. Played on a basketball team
4. Changed a tire	5. Used an electric drill	6. Painted a room
7. Taken care of children	8. Bandaged someone's wound	9. Lifted weights
10. Had a paper route	11. Played football	12. Repaired a bike
13. Cleaned the house	14. Cut someone's hair	15. Asked someone out
16. Sang in a choir	17. Gone hunting	18. Earned an athletic letter

Total Number of Signatures: _____

ANDROGYNY

Androgyny describes men and women who exhibit behaviors that are traditionally viewed as feminine and masculine and exhibit characteristics that are free from gender role stereotypes.

ANDROGYNY = MALE (Andros) + FEMALE (Gyne)

Androgyny gives men and women the opportunity to be both independent and compassionate, assertive and flexible, competitive and cooperative. Androgyny expands the range of behaviors available to everyone.

Did you know that....

... most boys like girls who are independent, smart, and willing to share feelings and responsibilities;

... most girls like boys who are caring, tender, and willing to share their feelings and responsibilities.

WHAT ABOUT ME?

ARE YOU ....DO YOU ...			ARE YOU ... DO YOU...
1. Very aggressive	_____	_____	1. Not very aggressive
2. Not very emotional	_____	_____	2. Very emotional
3. Very dominant	_____	_____	3. Passive
4. Like math or science	_____	_____	4. Dislike math or science
5. Very competitive	_____	_____	5. Not competitive
6. Messy	_____	_____	6. Neat
7. Dislike English class	_____	_____	7. Like English class
8. Very ambitious	_____	_____	8. Not very ambitious
9. Tough	_____	_____	9. Gentle
10. Almost always a leader	_____	_____	10. Dislike leading
11. Not very comfortable with children	_____	_____	11. Comfortable with children
12. Very self-confident	_____	_____	12. Lack self-confidence
13. Almost never cry	_____	_____	13. Cry often
14. Very logical	_____	_____	14. Not very logical
15. Not very concerned about appearance	_____	_____	15. Concerned with appearance
16. Have difficulty expressing feelings	_____	_____	16. Express feelings easily
17. Very athletic	_____	_____	17. Not very athletic
18. Not very talkative	_____	_____	18. Very talkative
19. Very good with numbers	_____	_____	19. Bad at math
20. Not very affectionate	_____	_____	20. Very affectionate
Total	_____	_____	**Total**

TRADITIONALLY SPEAKING

Traditionally, roles for men and women have been influenced by society. This activity focuses on how males and females are treated differently at various ages. For each gender, fill in what you feel society dictates for each age.

MALE	FEMALE
INFANCY AND TODDLER	**INFANCY AND TODDLER**
Symbolic color: _____	Symbolic color: _____
Type of clothing: _____	Type of clothing: _____
Kinds of Toys: _____	Kinds of Toys: _____
Activities Encouraged: _____	Activities Encouraged: _____
JUNIOR AND SENIOR HIGH SCHOOL	**JUNIOR AND SENIOR HIGH SCHOOL**
Type and Color of Clothing: _____	Type and Color of Clothing: _____
School Activities/Subjects: _____	School Activities/Subjects: _____
Responsibilities at Home: _____	Responsibilities at Home: _____

MALE	FEMALE
Adult	**Adult**
Responsibilities outside of the home (kind of job, hours, work setting): _____	Responsibilities outside of the home (kind of job, hours, work setting): _____
Responsibilities in the home: _____	Responsibilities in the home: _____
Types of Recreational Activities: _____	Types of Recreational Activities: _____

VALUE VOTING STATEMENTS

1. I would rather work for a man than a woman.
2. Women should quit their jobs after they have had a baby.
3. Men should feel more free to cry.
4. Women are more practical than men.
5. Women are too emotional for high-powered jobs.
6. Women are worse drivers than men.
7. A man should be taller than his wife or girlfriend.
8. Girls are more verbal and artistic than boys.
9. Boys are better at math and science than girls.
10. Raising children is the mother's job.
11. Husbands and wives have an equal responsibility to support their family.
12. A husband should earn more than his wife.
13. Disciplining children is primarily the father's job.
14. In order for a family to run smoothly, one person needs to be the head of the household.
15. A good job is more important than a good family relationship.
16. Parents should set definite dating curfews for sons.
17. Parents should set definite dating curfews for daughters.
18. On a date, boys should decide how to spend the evening.
19. Participating in sports is more important for boys than girls.
20. Females make better elementary school teachers than males because they are more patient and nurturing than males.
21. Men and women should be paid equal wages for equal work.
22. Men harass women because they are young and attractive.
23. In most harassment cases, the woman invited the harassment by her dress or behavior.

THE JULIE AND JIM STORY

DIRECTIONS: Read the following story about a set of twins and answer the questions at the end of the story. There are no right or wrong answers.

Julie and Jim are twins. This is a story about a day in their lives. Julie and Jim were called to get up for school. One twin got up right away and got dressed. The other twin was called two more times before getting out of bed. One twin made the bed. In the kitchen, one twin got the cereal out for breakfast and set the table. The twins ate breakfast and one twin helped clear the table. One twin missed the bus and rode the bike to school. Upon their mother's request, one twin bought two lunch tickets and took the extra ticket to the other twin.

It was time for school to start. One twin sat down immediately while one twin wandered around the room until the teacher said to sit down. The first thing they did was have a spelling test. One twin spelled all the words right. The other twin didn't. Next, the class went to music. One twin didn't like music and was slow to line up. When they got back from music it was time for math. Both twins liked math, but one got better grades. Next, the twins had social studies. They were studying Africa. Their parents had visited several countries, and one of them had brought an African mask to show the class. Just before lunch, one of the twins noticed that the fish in the aquarium hadn't been fed and fed them. The class was dismissed for lunch and one twin ran down the hall to the cafeteria. After lunch, the class went outside for recess. One of the twins talked to friends, while the other rippped a coat while playing. Next was science where they had to present a science experiment to the rest of the class. One twin had worked on the presentation for hours and was excited to show their work to the rest of the class while the other twin had forgotten their experiment at home. Then, the class had a test. One of the twins had not studied and copied the answers from a friend's paper. Reading was next, and one twin had an overdue book to return to the library. After reading, the twins went to P.E. with their class. One twin was late getting to P.E. It was time to go home now, and both twins got on the bus.

They both decided to go over to a friend's house to play after school. One twin called home to say where he/she was. When they got home, one of the twins started the math homework. Before dinner, the twins emptied the garbage, set the table, picked up their toys in the family room and helped with dinner. During dinner, one twin put his/her elbows on the table. After dinner, one twin was supposed to wash dishes while the other dried. However, one twin had to be called back to the kitchen from watching TV. After the dishes were done, the twins went to play. They played baseball with other kids in the neighborhood. One twin hit the ball and broke a window. The twins went and told the people they would pay for the window. The twin who broke the window was afraid of getting in trouble and didn't have the money to pay for the window, so the other twin took the money from their mother's purse. The twins watched TV until it was time to go to bed. When they were told to go to bed, one of the twins argued to stay up later.

QUESTIONS ABOUT THE TWINS

DIRECTIONS: Circle the name of the twin you think did the things mentioned in each question.

1.	Who got out of bed right away?	Julie	Jim
2.	Who made their bed?	Julie	Jim
3.	Who got the cereal?	Julie	Jim
4.	Who helped clear the table?	Julie	Jim
5.	Who brushed their teeth?	Julie	Jim
6.	Who missed the bus?	Julie	Jim
7.	Who bought the lunch tickets?	Julie	Jim
8.	Who wandered around the room?	Julie	Jim
9.	Who spelled all the words on the spelling test correctly?	Julie	Jim
10.	Who didn't like music class?	Julie	Jim
11.	Who got better math grades?	Julie	Jim
12.	Who brought the African mask?	Julie	Jim
13.	Who fed the fish?	Julie	Jim
14.	Who ran down the hal l at lunch time?	Julie	Jim
15.	Who talked to friends during lunch?	Julie	Jim
16.	Who ripped a coat during recess?	Julie	Jim
17.	Who had the science experiment?	Julie	Jim
18.	Who copied the answers to the science test?	Julie	Jim
19.	Who had an overdue library book?	Julie	Jim

20.	Who was late for P.E.?	Julie	Jim
21.	Who called from their friend's house?	Julie	Jim
22.	Who started their math homework?	Julie	Jim
23.	Who emptied the garbage?	Julie	Jim
24.	Who set the table?	Julie	Jim
25.	Who picked up the toys?	Julie	Jim
26.	Who helped with dinner?	Julie	Jim
27.	Who put their elbows on the dinner table?	Julie	Jim
28.	Who was watching TV instead of doing the dishes?	Julie	Jim
29.	Who washed the dishes?	Julie	Jim
30.	Who broke the window?	Julie	Jim
31.	Who took the money?	Julie	Jim
32.	Who argued to stay up later?	Julie	Jim

Look again at your answers. Do you see a pattern? How would you describe Julie? Jim?

Source: "Works in a Box: Goodies by Teachers for Teachers." Portland Oregon, as quoted by Carol O. Mayhew and Margaret Kinney, Resource Guide for Achieving Sex Equity in Vocational Education in Delaware. (Dover, Delaware: Department of Public Instruction, 1981), activities section, pages not numbered.

DEAR GABBY

1. Dear Gabby,

I am a 25 year old man with two children. My wife and I have been working for the same company for several years. Recently, my wife was promoted and is now making considerably more money than I am. In her new managerial position, she has become my boss. Company policy does not allow spouses to work together in the same department. I must now make a choice. I can request a transfer to another department, or I can look for another job outside of the company. I have also been considering staying home as a homemaker. I like to cook, and the housework is a breeze. I could play golf, go fishing, work on projects around the house, and perhaps, write some articles. I have always wanted to try my hand at writing. My wife will be happy with whatever I decide. I worry about what other people will say. What should I do?

Concerned

2. Dear Gabby,

My husband has just been offered a job in another city, 1,200 miles from here. This is a promotion with a significant increase in pay and much more responsibility. He has been working for this promotion for a long time. However, I have a super job which I enjoy. I play golf with the same group every week, and I love our community. Opportunities in my field are very limited in the city where my husband has been offered the job. What should I do?

Torn

3. Dear Gabby,

After a lot of thinking, I have decided to go into nursing. The problem is that both my father and older brother are doctors and they think I should be one as well. I really like the idea of nursing more, but they think that's what my sister should go into. How can I convince them this is a good career for guys too?

Determined

4. Dear Gabby,

My boyfriend and I became engaged at Christmas. We are both graduating from high school this spring. Since our engagement, I took a career education class and realized I need to plan on a career. Electronic repairers make great money, but my boyfriend thinks girls that go into that field become really masculine. Is that true? If not, how can I convince him that it is a good career for everyone, not just men?

Ready to Go

5. Dear Gabby,

I am a 22 year old mother. I really love my 2 year old child, but I also miss working. Even though we don't need the money, I would like to enroll my child in day care and go back to work. My husband does not want me to go back and he cannot understand why I do not want to stay at home full time. What can I tell him?

Distressed

6. Dear Gabby,

My wife and I have always encouraged our son to play with all kinds of toys. This includes dolls because we want him to learn parenting skills early on. He came home from school yesterday crying because the other kids in his kindergarten class teased him when he played house. How can we help him understand why he is being teased -- without discouraging him from playing house and "daddy"?

Puzzled

7. Dear Gabby,

My husband and I both work full-time. We are both tired when we come home from work, but he expects me to do all the housework and fix dinner. How can I get him to do his share of the work?

Worn Out

8. Dear Gabby,

I am an 18 year old female student in a work study program at a local manufacturing company. The job requires the assembly of basic parts for a toy bike. I wear an apron filled with a variety of nuts and bolts necessary for the job. My supervisor, a male, "checks" my apron supply by reaching into the apron. He does not check the aprons of the male workers. He says he does this to make sure I am ready to work. I am worried what might happen next and don't know what to do.

Worried

9. Dear Gabby,

I am a male senior in high school, a good student, and very active in sports. I have never been very outgoing and find myself teased for being so shy. The hassles have become greater since a group of girls started making remarks about my athletic body and giggling when I walk by. I constantly receive notes in my desk and books saying things such as: "I love you for your body, not your mind." I never bother anybody and find it difficult to enjoy school. It makes me very uncomfortable. What can I do to change things?

The Shy Guy

CRITERIA FOR JUDGING POSTERS

Judges will assign a number to each poster:

Posters will be judged according to the following criteria:

1. Does the poster capture the meaning of one or more of the concepts presented in the workshop (i.e. changing male and female roles, language bias, nontraditional careers for males and females, stereotypes in advertising, androgyny, or sexual harassment)?

2. Does the poster display originality in idea or appearance?

3. Did the team present the poster in an enthusiastic and clear manner (quality of presentation)?

GUIDELINES FOR POSTER PRESENTATIONS

1. Presentations limited to 3 minutes per poster.

2. Each team will have 5 minutes to plan the presentation.

3. Each team may need time during the second day of the workshop to finish the posters.

4. Presentation pointers:

   * No "ums"
   * Straight forward style is best
   * Address criteria
   * Don't go over every picture - just summarize the main theme
   * Make sure judges can see the poster and hear the presentation

T.V.
EVALUATION SHEET

1. Name of show, commercial, or video: _____
   If a commercial, name of the product? _____

2. Target audience? _____

3. Who are the main characters? _____
   _____

4. What races are portrayed? _____
   _____

5. What types of occupations did the characters have? _____
   _____

6. What roles did the characters assume in the home? _____
   _____

7. What decisions were made? _____
   _____

8. Who made the decisions? _____
   _____

9. Did someone try to please another character and in what way? _____
   _____
   _____

10. Were any characters made fun of or put down? _____
    Explain _____
    _____
    _____
    _____
    _____

Source: Winning "Justice For All." Council on Interracial Books for Children. Women's Educational Equity Act Program, Newton, MA. p. 40

RADIO EVALUATION

Tally the number of:	Males	Females
Disc Jockeys	_____	_____
Newscasters	_____	_____
People in the news	_____	_____
Voices in commercials	_____	_____
Songs sung by	_____	_____

In the commercials, what were the women selling? _____

_____

What did the women sing about? _____

_____

What were the men selling? _____

_____

What did the men sing about? _____

_____

Why were the women in the news? _____

_____

Why were the men in the news? _____

_____

What else did you notice about the men and women on the radio? _____

_____

_____

_____

_____

_____

Source: Educational Equity: Teaching, Learning, Achieving. State Department of Vocational and Technical Education. Stillwater, OK. 1981. pp. EE-58 - EE-63.

MAGAZINE EVALUATION

Name of Magazine: _____

Tally the numbers of:	**Males**	**Females**
Editors in Chief	_____	_____
Managing Editors	_____	_____
Senior Editors	_____	_____
Feature Editors	_____	_____
Associate Editors	_____	_____
Reporters	_____	_____

Other Editors - Please list their titles:

_____

_____

ADVERTISEMENTS	MEN	WOMEN	GIRLS	BOYS
Number portrayed in ad	_____	_____	_____	_____
Target audience	_____	_____	_____	_____

(The results of this first chart should tell you what audience the magazine has in mind)

PICTURES	MEN	WOMEN	GIRLS	BOYS
Number portrayed	_____	_____	_____	_____

ARTICLES OR STORIES	MEN	WOMEN	GIRLS	BOYS
Leading Role or Important Information	_____	_____	_____	_____

How real are these magazine portrayals? Are people in everyday life like those you find in magazines? Explain your answer. _____

_____

Source: Educational Equity: Teaching, Learning, Achieving. State Department of Vocational and Technical Education. Stillwater, OK. 1981. pp. EE-58 - -EE-63.

NEWSPAPER EVALUATION

Tally the number of:	Males	Females
Editors in Chief	_____	_____
Managing Editors	_____	_____
News Editors	_____	_____
Sports Editors	_____	_____
Entertainment Editors	_____	_____
"Life Style" Editors	_____	_____
Feature Editors	_____	_____
Food Editors	_____	_____
Photo Editors	_____	_____
Assistant Editors	_____	_____
Photographers	_____	_____
Reporters	_____	_____
Others	_____	_____
People on the front page (photo or news)	_____	_____
People in various sections of the paper:		
Editorial Page	_____	_____
Sports Page	_____	_____
"Life Style"	_____	_____
Others:	_____	_____

Summarize the reasons (circumstances) men and women were included in the news. Were they victims of a crime? Were they experts giving their opinion? Were they witnesses?

_____

_____

_____

_____

_____

_____

Source: Educational Equity: Teaching, Learning, Achieving. State Department of Vocational and Technical Education. Stillwater, OK. 1981. pp. EE-58 - EE-63.

AGENDA: DAY 2

ENERGIZER

SUMMARY OF DAY 1

PEOPLE IN MY COMMUNITY

ATTITUDE CHECKLIST

OCCUPATIONAL LANGUAGE

LANGUAGE FACT SHEET

NONTRADITIONAL ROLE MODEL PANEL

ADVANTAGES OF NONTRADITIONAL JOBS

REVIEW OF RESOURCES AVAILABLE ON GENDER EQUITY

HOW TO DEVELOP YOUR STUDENT PRESENTATIONS

ASETS EVALUATION

CONCLUSION

PEOPLE IN MY COMMUNITY

DIRECTIONS - PART A: Look around. Look at your neighborhood and the people you have met. Are there certain jobs which are always held by males? By females? Read the jobs listed and circle either Male or Female according to what you observe in your community. *Remember, you need to circle what you see reflected in society, not what you feel is true.*

1.	Most fast food cooks are:	Male	Female
2.	Most custodians are:	Male	Female
3.	The auto mechanic who fixes my family's car is:	Male	Female
4.	Most nurses are:	Male	Female
5.	Most bus drivers are:	Male	Female
6.	My dentist is:	Male	Female
7.	My school principal is:	Male	Female
8.	Most road workers are:	Male	Female
9.	Most of police officers are:	Male	Female
10.	Most school cafeteria workers are:	Male	Female
11.	Most store clerks are:	Male	Female
12.	Most secondary teachers are:	Male	Female
13.	Most receptionists are:	Male	Female
14.	Most child care workers are:	Male	Female
15.	Most elementary teachers are:	Male	Female

DIRECTIONS - PART B: Now look back over your list and think of the skills necessary for each job. For each job you circled, if you think the opposite sex *could* perform the job, underline the sex not circled. For example, if you circled "female" and you believe that a male could do the job equally as well, underline "male."

ATTITUDE CHECKLIST

DIRECTIONS: On each line provided, put an "F" if you think the activity should be for females only, an "M" if you think the activity should be for males only, or a "B" if you feel the activity should be for both males and females.

_____ 1. Take care of small children

_____ 2. Take auto mechanics in school

_____ 3. Wash dishes when married

_____ 4. Play on a professional baseball team

_____ 5. Work as a hair stylist

_____ 6. Mow the lawn

_____ 7. Take care of a sick person

_____ 8. Work as an engineer

_____ 9. Work as a librarian

_____ 10. Cry at a sad movie

_____ 11. Work as a welder

_____ 12. Work on a car

_____ 13. Learn how to type

_____ 14. Learn how to cook

_____ 15. Tend to the garden

_____ 16. Work as a receptionist

_____ 17. Take calculus in school

_____ 18. Drive a tractor

_____ 19. Wear an earring(s)

_____ 20. Ask a person out on a date

How many activities did you feel were for males only? _____

How many activities did you feel were for females only? _____

How many activities did you feel were for both males and females? _____

OCCUPATIONAL LANGUAGE WORKSHEET

DIRECTIONS: Decide if the following items are biased. If so, come up with at least one non-biased alternative. BE CREATIVE!

1. Anchorman _____
2. Fireman _____
3. Congresswomen _____
4. Housewife _____
5. Chairman _____
6. Dear Sir _____
7. Insurance Man _____
8. Stewardess _____
9. Man-Made _____
10. Businessman _____
11. Cleaning Lady _____
12. Paperboy _____
13. Mailman _____
14. Sportsman _____
15. Foreman _____
16. Waitress _____
17. Workman's Compensation _____
18. Manpower _____
19. Man-sized Job _____
20. Kelly Girl _____

OCCUPATIONAL LANGUAGE
ANSWER SHEET

1. *Anchorman*: Anchor, Anchor person
2. *Fireman*: Firefighter (This word is more specific than man because it emphasizes what occurs on the job vs. the sex of the person who is doing the job.)
3. *Congresswoman*: Representative, Senator, Elected Official
4. *Housewife*: Homemaker (No one is married to a house!)
5. *Chairman*: Chairperson, Chair
6. *Dear Sir*: Dear Associate, Dear Sales Manager, Dear Client, Dear Customer (Using the occupational title or function is becoming more and more common.)
7. *Insurance Man*: Insurance Agent
8. *Stewardess*: Flight Attendant
9. *Man-made*: Artificial, Synthetic, Manufactured
10. *Businessman*: Business person, Business Manager, Executive
11. *Cleaning Lady*: Housekeeper, Custodian, Maintenance
12. *Paperboy*: Newspaper carrier, Deliverer
13. *Mailman*: Mail Carrier, Postal Worker
14. *Sportsman*: Athlete, Hunter, Fisher
15. *Foreman*: Supervisor, Manager
16. *Waitress*: Server, Food Server
17. *Workman's Compensation*: Worker's Compensation
18. *Manpower*: Skilled Labor, Labor Force, Human Resources
19. *Man-sized Job*: Big or Important Job
20. *Kelly Girl*: Assistant, Temporary Employee

LANGUAGE FACT SHEET

Research by various linguists, social scientists, and educators indicates that the use of language has a direct effect on the perception of an event, person, attitude, etc.

When 100 children between nursery school and seventh grade were asked to respond to the word "man" in sentences such as "Man must work in order to eat" and "Around the world, man is happy."

- *The majority of the children interpreted "man" to mean males and not human kind in general*

When 50 high school students were asked to illustrate seven statements on human activities during early civilization, students drew:

- *Male figures for six of seven statements when the word "man" and "mankind" were used.*
- *Male figures for a majority of the statements when the words "people" and "humans" were used.*
- *More females than previously for statements when the words "men and women" were used.*

Three hundred college students were asked to select pictures to illustrate chapter title pages for a proposed sociology textbook. When the words:

- *"political man" and "urban man" were used, 64 percent of the students selected all male pictures.*
- *"political behavior" or "urban life" were used only 50 percent of the students chose male pictures.*

When college students in another study were asked to react to the masculine pronoun "he" in multiple choice statements, the word "he" was interpreted as:

- *male - 407 times*
- *female - 53 times*

When high school students were asked to rate their interest in job advertisements written in neutral and varied language:

- *females showed no interest in jobs labeled as "foreman" or "lineman" but showed interest in jobs labeled as "forewomen."*
- *males showed no interest in "operator" or "sales representative" jobs when associated with the word "she" and showed interest in "telephone operator" jobs when associated with the word "he."*

Source: New Pioneers. Amanda Smith. 1978

EXAMPLES OF LANGUAGE USAGE

The purpose of this activity is to show the difference between biased or negative and neutral language. Some examples are taken from the McGraw-Hill Book Company and Scott, Foresman, and Company as well as other classroom textbooks.

Biased Language	Neutral Language
When Man invented the wheel...	
All businessmen need...	
The average American drinks his coffee black.	
The lady lawyer delivered...	
The town honored its fireman, mailmen, and policemen.	
Hitting the nail instead of the thumb is a triumph for boys. Cutting out paper dolls is good for girls.	
Boys like action stories, and both boys and girls like animation and comedy. Girls will read stories boys like, but boys will not enjoy "girlish" stories.	

Negative "Female" Language	Neutral Language
The girls in the office...	
The consumer should buy her...	
Jim Weiss allows his wife to work part-time.	
Lynn Moore, a career girl, is...	

Negative "Male" Language	Neutral Language
Bobby is a sissy.	
For a man, Matt cooks well.	
Sam is good at mothering the kids.	
Ken does much of the woman's work at home.	

EXAMPLES OF LANGUAGE USAGE ANSWERS

The purpose of this activity is to show the difference between biased or negative language and neutral language. Some examples are taken from the McGraw-Hill Book Company and Scott, Foresman, and Company, as well as other classroom textbooks.

Biased Language	Neutral Language
When man invented the wheel...	When the wheel was invented...
All businessmen need...	All business executives need...
The average American drinks his coffee black.	The average American drinks black coffee.
The lady lawyer delivered...	The lawyer delivered...
The town honored its firemen, mailmen, and policemen.	The town honored its firefighters, mail carriers, and police officers.
Hitting the nail instead of his thumb is a triumph for boys. Cutting out paper dolls is good for girls.	For a child, hitting the nail instead of their thumb or cutting out recognizable shapes is a triumph.
Boys like action stories, and both boys and girls like animation and comedy. Girls will read stories boys like, but boys will not enjoy "girlish" stories,	Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

Negative "Female" Language	Neutral Language
The girls in the office...	The women in the office...
The consumer should buy her...	Consumers should by their...
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.
Lynn Moore, a career girl, is...	Lynn Moore, an editor, is...

Negative "Male" Language	Neutral Language
Bobby is a sissy.	Bobbie cries a lot.
For a man, Matt cooks well.	Matt cooks well.
Sam is good at mothering the kids.	Sam is good at caring for the kids.
Ken does much of the women's work at home.	At home, Ken cooks and cleans.

ADVANTAGES OF NONTRADITIONAL JOBS

Nontraditional jobs offer a variety of advantages. Some of the major rewards include the following:

1. **SALARY** - Nontraditional jobs often have the opportunity for better pay. Jobs traditionally held by men generally pay better wages. Furthermore, men working in jobs which are nontraditional for females (the female-dominated jobs) often earn more than women who work in those fields and may ultimately raise the pay for everyone.

2. **ADVANCEMENT OPPORTUNITIES** - Nontraditional jobs, especially those in the apprenticeable trades, usually have established steps for advancement. For example, in construction work, a worker can move from apprentice to journey level, to supervisor, to superintendent, and so on. Workers in some trades can start their own contracting business.

3. **BENEFITS** - In nontraditional jobs which are unionized, the wages are usually higher, various fringe benefits and job protections may be negotiated.

4. **THE WORK ITSELF, JOB SATISFACTION** - The greater range of experience a job offers and the more options it makes available, and the greater chance for self-satisfaction.

5. **EDUCATION and TRAINING** - Most nontraditional jobs require specialized skills, which are compensated according to the amount of training or education you have received. Apprenticeship training, for example, usually provides beginning wages equal to half of what a trained journey level earns. As the apprentice learns and performs better, they generally receive periodic increases in wages. When training is completed, the apprentice is usually earning 90 percent of journey level wages. This process enables trainees to earn while they learn.

6. **WORK HOURS** - Many nontraditional jobs in the skilled trades have potential overtime pay. Also, these jobs often provide a greater variety of schedules or shifts to choose from, and pay for evening and night shifts is often higher.

Achieving

Sex

Equity

Through

Students

Student Presentations

DEVELOPING YOUR PRESENTATION

Getting Started

Tips for Teams

"Presenting Yourself" Presentation Guidelines

Presentation Lesson Plan

Checklist for the Presentation

Evaluation

Getting Started

Now that you are familiar with the ASETS program and aware of the bias that goes on every day in our society, it is your turn to teach others what you have learned in the last two days. Education is the best tool to end gender bias. So, where do you go from here? How do you go about teaching others what you have learned? The following steps were designed to assist your team in planning and implementing a program on sex equity for middle school students.

Step 1- Within the next few days, meet with your advisor and team members in order to discuss your experience at the ASETS workshop. Make a list of the ideas and concepts your group feels were the most important in the workshop. What ideas did you have difficulty understanding? The content of your middle school presentation will be derived from this list. Remember, the workshop lasted two days. Most middle school teachers will not give you two full days to host your presentation. Therefore, you will not be able to cover everything learned at the workshop in your presentation.

Step 2- Now that you have an idea of what information your group wants to focus on, return to your "ASETS Student Handbook." Find the activities related to the topics that your group is going to focus on. Do you feel they should be modified? Are they too long or too short? Did they keep your attention? Do you feel that they will hold the attention of the students at the middle school? Chose the activities that you feel would best explain and demonstrate the content you want to focus on.

Step 3- Now that you have decided what you are going to do, decide on the order in which you are going to do it in. Who is going to lead each discussion or activity? Are there activities that can be lead by your entire team? How long should each activity last? The entire presentation? Use the lesson plan sheet (see page S-39) and plan your lesson.

Step 4- Practice, Practice, Practice!!! Practice your roles individually as well as practice as a group. Make sure that every member of your team is familiar with the entire presentation. It is possible that one of your team members may not be able to attend every presentation, therefore, your team members should be able to fill in. Show your presentation to your advisor. Ask for feedback. Time the presentation. Does it take the allotted amount of time? Add or delete activities according to your time restraints. Remember, always have a few extra activities planned in case your presentation runs under, or an activity does not go as well as you had planned.

Step 5- Have your advisor call the middle school and arrange through the administration for a teacher that would be interested in having you attend his/her class. Once you have received the name of the teacher, have a member of your group contact the teacher and arrange a date and time for your presentation. Make sure that you know the following information:

- ⇒ Teacher's full name
- ⇒ Age of the students
- ⇒ Number of students in the class
- ⇒ Length of time you will be allowed for your presentation
- ⇒ Directions to the school and the classroom
- ⇒ Equipment available (overhead projector, blackboard, TV, VCR, etc.)
- ⇒ The name of the person to contact within the school in case the teacher does not have all of the required equipment
- ⇒ The best way to contact the teacher if you have any questions or problems

Step 6- Make arrangements with your high school teachers to be released from school for the allotted time. Make transportation arrangements. Discuss these issues with your advisor. Your advisor should be able to arrange accommodations for you.

Step 7- If necessary, contact the suggested person in the middle school to arrange for the required equipment.

Step 8- The day prior to your presentation, contact your host teacher to confirm the time, location, and date of the presentation.

Step 9- Presentation Time! Have fun and remember to have the students fill out their evaluation form after the presentation.

Step 10- Immediately after your presentation, either in your high school or in a separate room in the middle school, discuss what you felt went well and what needs work. Write it down as well as any feeling you may have regarding the presentation. Were you nervous? When? Did you know how to answer all of the students' questions? If not, how did you handle the situation?

Step 11- Write the host teacher and the class a "thank you" letter. Make sure all of the members of your team and your advisor sign both letters.

TIPS FOR TEAMS

1. Establish a good relationship with your faculty advisor. Meet prior to the first session in order to review your plan. Ask your advisor to assist in the following ways:

   A. Provide preliminary information about ASETS to the middle school class.
   B. Introduce each session.
   C. Provide classroom control when necessary.
   D. Participate in discussions.

2. Organize the presentation:

   A. PRACTICE! PRACTICE! PRACTICE!
   B. Schedule adequate time to plan and practice the activities.
   C. Make certain that each team member has specific, equal responsibilities.
   D. Maintain a "Team Approach" at all times to support and encourage one another.
   E. Work together so that you are well-informed and uniform in your ideas.

3. Plan activities that involve students:

   A. Include a variety of activities such as movies, written quizzes, small group discussions and brainstorming.
   B. Vary the tempo of the class. Sequence activities carefully by moving from a quiet activity to something more active. Plan a transition between activities. The activities should be linked, and should build off one another.

4. Prepare ahead for A-V equipment and materials. Be sure the equipment is working correctly before you begin your presentation.

5. Plan backup activities in case you finish early, or other activities are not working as well as expected.

6. Have enough materials for all students, the host teacher, yourself, and a few extras. Remember to bring the name tags.

7. Dress professionally. The way you look has a lot to do with the way you feel...and the way students interact with you.

8. Begin activities by explaining the purpose. Students participate more fully when they know the purpose of the activity.

9. Give clear instructions and examples when leading activities. Write them on the board or overhead and repeat the instructions several times. Periodically ask if there are any questions.

10. Once you have started an activity, circulate around the room. Help students individually or in small groups. Keep the students posted as to how much time is remaining.

11. Encourage discussion by asking students why they feel or think a certain way. Ask if others feel the same or differently. Why?

12. To encourage quiet students to talk, divide the class into small groups frequently, or direct questions specifically to them.

13. If no one responds to a question, call on someone. Try not to answer your own questions.

14. Other tips to promote discussion:

    A. Ask "how" and "why" questions. Try to avoid questions that can be answered with a simple "yes" or "no."
    B. Call on students by their name.
    C. Reward discussion/comments with praise.
    D. Involve team members.
    E. Involve the host teacher.
    F. Change the activities frequently.

15. "Crowd Control" techniques:

    A. Stand, instead of sitting. Move around the room.
    B. Maintain eye contact with the entire class, not just the front row.
    C. Prepare each activity before you announce it.
    D. Move quickly from one activity to another.
    E. Keep the whole team involved.
    F. Divide the class into small groups.
    G. Ask the host teacher and advisors in advance for help with group, if needed...

16. Remember there are no "right" or "wrong" answers. Being accepting encourages class participation and discussion.

17. SMILE! ENJOY! HAVE FUN!

PRESENTATION LESSON PLAN

Team Members: _____

Advisor: _____ Host Teacher: _____

# of Students: _____ Room: _____

Time: _____ to _____ Date: _____

Beginning Time	Approx. Length in Minutes	Activity	Equipment/ Materials Needed	Person(s) Responsible

CHECKLIST FOR THE PRESENTATION

1. Contact the training site personnel

   _____ Review planned activities

   _____ Ask for any assistance that you may need

   _____ Go over any special room arrangements

   _____ Locate light switches, electrical outlets

2. Meet with team members and advisor

   _____ Review individual roles for each activity

   _____ Confirm time and room number

   _____ Try to brainstorm any possible problems that may arise and how you are going to deal with them

3. Arrange for materials and equipment

   _____ Reserve A-V equipment (including an extension cord if needed)

   _____ Reserve video, etc.

   _____ Duplicate materials for students (and host teacher)

   _____ Make name tags (if needed)

4. Set up for presentation

   _____ Pick up A-V equipment

   _____ Pick up videos, etc.

   _____ Pick up duplicated materials

   _____ Test A-V equipment

   _____ Arrange room (if possible)

   _____ Set out materials to be used

ASETS WORKSHOP
STUDENT EVALUATION

Please give us your feedback about the workshop using the following scale: 1 = low to 5 = high.

1.	To what extent did the workshop increase your knowledge about equity issues?	1	2	3	4	5
2.	How effective were the presenters in running the workshop?	1	2	3	4	5

What was most helpful for you in the workshop?

_____
_____
_____

What was the least helpful to you in the workshop?

_____
_____
_____

How can we improve future workshops?

_____
_____
_____

Additional comments:

_____
_____
_____
_____
_____
_____
_____

Thank you!!!!

ASETS NOTES

ASETS

ACHIEVING SEX EQUITY THROUGH STUDENTS

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. it is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. The following office has been designated to handle inquiries regarding the nondiscrimination policies:

Office of Enrichment and Community Services
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-3293

The Michigan Department of Education is committed to providing equal access to all persons in admission to, access to, or operation of its programs or services. Individuals with disabilities or needing accommodation please contact the Michigan Relay Center at 1-800-649-3777 (TDD) to request mobility, visual, hearing, dietary, or other assistance.

To ensure educational equity, this document has been reviewed to eliminate bias or stereotype